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STATE NORMAL SCHOOL NEWARK, NEW JERSEY



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FIFTH ANNUAL CATALOGUE 1918—1919

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NEW JERSEY STATE NORMAL SCHOOL AT NEWARK.

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AT NEWARK

FIFTH
ANNUAL CATALOGUE
1918—1919

CATALOGUE OF THE NEW JERSEY
STATE NORMAL SCHOOL AT NEWARK

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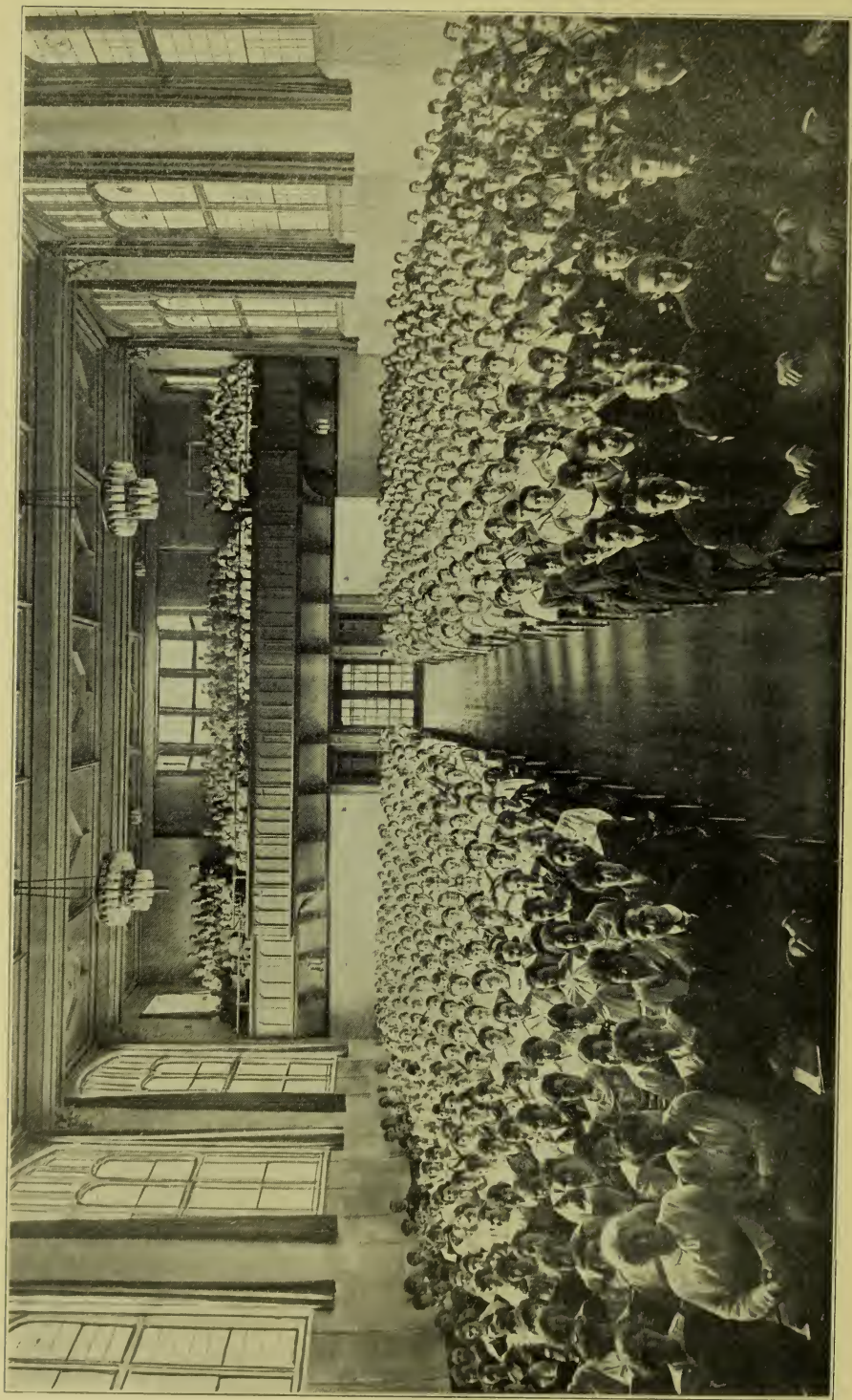
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ASSEMBLY ROOM.

PRINCIPAL'S REPORT.

To the State Board of Education:

GENTLEMEN—The State Normal School at Newark opened September 4, 1917, with the largest enrollment in its history. Nine hundred and ninety-four students, representing sixteen counties, were enrolled; the entrance class numbered four hundred, and it is gratifying to state that applicants from all counties were admitted. Trolley and railroad facilities enable a great majority of the student body to commute. Only fifty students are boarding in the city. These students have found excellent accommodations at the Young Women's Christian Association and at private homes recommended by the principal.

BENEFITS OF THE LENGTHENED SCHOOL DAY.

For two years the sessions of the school have commenced at 8:50 A. M. and closed at 3:50 P. M., with a forty-five minute luncheon period. This permits of eight possible teaching periods a day of forty-five minutes each, and affords extra time for library preparation, opportunity to make up conditioned subjects, conferences with principal and teachers, and above all enables students who commute from long distances to commence their work at 9:35 in the morning instead of 8:50. This plan has solved a difficult problem of administration and meets with the general approval of parents and students.

ATTENDANCE.

The attendance for the year, 97.7, indicates two significant facts, namely, the general good health of the student

body and the interest manifested in their work. Health conditions have been carefully looked after by two physicians, and teachers of hygiene and the physical training instructors. The building itself has been an important factor, as it is well lighted, well ventilated, and kept in perfect sanitary condition. A number of cases have been found by the physicians where students needed the removal of adenoids and tonsils, proper eyeglasses, and ear and throat treatment. It is unfortunate that some cases of curvature of the spine have been discovered, which have been neglected for a long while. The State cannot make a better investment than by securing competent physicians for the purpose of examining all students who desire to become teachers. Good health is a fundamental essential for successful teaching.

FACULTY.

Five years ago when the school opened the faculty numbered twenty-six; it now numbers fifty-eight. The spirit of co-operation by members of the faculty is apparent. The policy of the school is to create good working conditions and to establish mutual understanding and helpfulness between faculty and students. This has been accomplished and is a source of gratification. Definite periods outside of regular class recitations are used for the purpose of conferences between instructors and students. This has proven an important factor in bringing about a fine spirit of friendship and helpfulness. It is absolutely imperative that in schools of this character teachers should know more about students than can be gained in regular classroom recitations. Teachers and students are traveling the same road. It is unfortunate if they should become so widely separated as to lose that personal touch which expresses itself in so many valuable ways.

UNIFORM TIME PERIODS.

One of the important measures accomplished during the past year was the amount of time that should be spent on each subject to be taught in the Normal Schools. This was brought about through the initiative of the Hon. M. A. Rice, President of the State Board of Education, who held conferences with the three Normal School principals, and as a result the following schedule was agreed upon and adopted by the State Board of Education:

160	periods	of	Physical Training.
60	"	"	Hygiene.
240	"	"	English.
120	"	"	Music.
120	"	"	Arithmetic.
120	"	"	History and Civics.
120	"	"	Geography.
140	"	"	Psychology.
30	"	"	History of Education.
80	"	"	Manual Training.
40	"	"	Penmanship.
160	"	"	Science.
100	"	"	Drawing.
80	"	"	Principles of Teaching.

Sewing, Cooking and Library Work will be Special subjects.

240 periods of English includes Spelling, Story-telling, Reading Methods, Literature and Public Speaking.

The number of periods for the Jr. B Class will be 27; Jr. A, 27; Sr. B, 26; Sr. A, 26.

PHYSICAL TRAINING.

The recently enacted Pierson law has created renewed interest in physical education, as it has placed the stamp of

approval upon the value of physical training in the public schools. Great interest is manifested in this work and the gymnasium is occupied from 8:50 in the morning until 5 o'clock in the afternoon. The aim of the instructors is not to train a winning team, but to promote the general good health of the student body in an intelligent, sympathetic and happy manner. The State Monograph on physical training is closely followed, and students are given careful preparation in the subject matter and methods of presenting the same. Besides the regular grade work special emphasis is placed upon classroom and outdoor games, folk dances, supervision of recesses and athletic meets, all of which promote vigor, alertness and cheerfulness. The outdoor playgrounds are constantly used for these purposes and special classes are formed for students requiring corrective exercises. It seems unfortunate that these classes are so large as it indicates previous neglect. No physical training department is meeting its true function unless it gives individual attention to students based upon thorough medical examination. The close connection existing between the two school physicians and the teachers of hygiene and physical training makes it possible to point out and demonstrate such topics as lighting, ventilation, temperature, furniture, classroom equipment and general sanitary conditions directly connected with the health and progress of children. The course of study is designed to meet the needs of children in a scientific manner.

PRACTICE DEPARTMENT.

The growth of this department has been a rapid one. Ninety students are now given their first ten weeks of practice in the Webster Training School, and two hundred and fifteen students are given their second ten weeks of practice in the various school systems of the State. Five supervisors of practice follow up the work of the practice

students. Frequent conferences are held with critic teachers and students, and special help is given to those requiring it. Monthly reports are made to the principal of the Normal School by the supervisors of practice regarding the number of visits they have made and general information regarding the success or failure of the students. The critic teachers employed by the school meet once a semester for a round-table conference, and other helpful meetings are scheduled from time to time, such as conferences with county superintendents, helping teachers and supervising principals. The supervisors of practice also follow up the work of the graduates, and the reports received from both supervisors and school authorities indicate that there are few failures among the one thousand graduates who are teaching in various parts of the State.

LIBRARY EQUIPMENT.

The library was established three years ago and has on its shelves eleven thousand carefully selected reference books covering all departments of the school, five thousand textbooks for general use, an unusual collection of illustrated books for children which is doubtless one of the finest collections in the State, and a varied list of periodicals, government reports and educational journals. The library room is spacious, well lighted, well ventilated and equipped with modern furniture. It seats one hundred and fifty students at one time, and is in charge of two trained librarians and one helper. Regular library periods are arranged so that all students have an opportunity to prepare their lessons in the library under the supervision of trained instructors. Students are given a course in library methods which enables them to use the library to good advantage, to know the cost and care of books and how to train children to handle books in an economical manner. They are also given carefully selected lists of good read-

ing material for the various grades with special reference to the one-room rural school. A feature of the work is to acquaint students with the cost of books, pamphlets, educational publications and other school material. From two to three hundred reference books are given out daily to the students in connection with hundreds of other books used in the preparation of lessons. All books received at the school are taken to the library where they are stamped, numbered and catalogued. A complete index system is used. Last year only six books were lost. This speaks well for librarians, teachers and students.

HOW TO DRESS WELL AND EAT WISELY.

The courses of study in the sewing and cooking departments are very practical. The aim of the sewing course is to acquaint students with the value of textile materials, how to judge them and how to cut, make and care for suitable clothing and household furnishings at reasonable cost. The June graduating class demonstrated their ability to make attractive, up-to-date clothing at a minimum expense. A feature emphasized in the sewing department is keeping an accurate account of the cost of a student's own clothing. We find that the average cost of clothing for a student in this school is \$150 per year; the minimum cost being about \$50. Students are required to appear in class dressed as they would appear before children in their own classrooms. They are judged as to harmony and suitability of costume, and general care of person. Exhibits loaned by stores and by students are used to illustrate the quality of goods that can be purchased for the entire year's clothing at an expense of \$110, which is the largest amount a beginning teacher can afford to spend on the average salary of \$550 for the first year.

The aim of the booking department is to teach food values and to plan well balanced, nourishing diet. Students

are trained to buy, prepare and serve meals at a cost at the present time of twenty cents a piece for a group of twelve people. This work has been made very practical and helpful and enables our students to use good judgment in preparing school lunches and refreshments for various social occasions.

PATRIOTIC ENDEAVOR.

The principal cannot refrain from expressing his appreciation of the services rendered by faculty and students in response to their country's call. As soon as war was declared by our Government the school was organized for actual service. Thousands of articles were made and turned over to the various Red Cross units, the activities of the students being continued throughout the summer. Three hundred and fifty students are paying members of the Red Cross and two hundred and fifty belong to the Girls' Patriotic League. \$10,500 worth of the first Liberty Loan Bonds were taken, and \$64,500 subscribed for the second Liberty Loan. This remarkable showing is the result of the loyalty, devotion and earnestness of the student body who carried out a well-defined program with heroic purpose and boundless enthusiasm. This spirit of service has developed a kinship of thought and feeling which will bear noble fruitage in years to come.

FACULTY.

W. SPADER WILLIS,
PRINCIPAL.

ALICE T. WHYTE,
HEAD OF DEPARTMENT OF PSYCHOLOGY.

E. MARCIA BALDWIN,
ASSOCIATE INSTRUCTOR IN PSYCHOLOGY.

CLARA LEVY,
ASSOCIATE INSTRUCTOR IN PSYCHOLOGY AND GEOGRAPHY.

ANNA BODLER,
HEAD OF DEPARTMENT OF PRINCIPLES AND HISTORY OF EDUCATION.

AGNES VINTON LUTHER,
HEAD OF DEPARTMENTS OF BIOLOGY, PHYSIOLOGY AND SCHOOL HYGIENE.

ELSA E. J. BOLLIN,
ASSOCIATE INSTRUCTOR IN BIOLOGY AND PHYSIOLOGY.

HERMAN G. CUTHBERT,
HEAD OF DEPARTMENT OF MATHEMATICS.

NELLIE BRANNIN,
ASSOCIATE INSTRUCTOR IN MATHEMATICS AND READING METHODS.

FLORA C. YORK,
HEAD OF DEPARTMENT OF READING AND SPELLING METHODS.

LILLIAN M. KREINER,
HEAD OF DEPARTMENT OF ENGLISH.

VIOLA L. TOMPKINS,
ASSOCIATE INSTRUCTOR IN ENGLISH.

HARRIET FRANCES CARPENTER,
HEAD OF DEPARTMENT OF KINDERGARTEN THEORY.

DANIEL R. HODGDON,
HEAD OF DEPARTMENT OF SCIENCE.

ALICE H. ENGELS,
ASSISTANT IN SCIENCE DEPARTMENT.

ANDREW L. SLOAN,
HEAD OF DEPARTMENT OF GEOGRAPHY.

FLORENCE E. SHEMELEY,
ASSOCIATE INSTRUCTOR IN GEOGRAPHY.

EVA E. STRUBLE,
DIRECTOR OF ART DEPARTMENTS.

WARREN ENGLISH,
HEAD OF DEPARTMENT OF HANDWORK FOR THE GRADES.

GRACE W. ENGELS,
ASSISTANT IN MANUAL TRAINING DEPARTMENT.

M. PHENA BAKER,
HEAD OF DEPARTMENT OF MUSIC.

ELEANOR HENDRICKSON,
ASSOCIATE INSTRUCTOR IN MUSIC.

MARION G. CLARK,
HEAD OF DEPARTMENT OF HISTORY.

GRACE M. LAWRENCE,
ASSISTANT IN HISTORY DEPARTMENT.

BEULAH A. HURLEY,
HEAD OF DEPARTMENT OF HOME ECONOMICS.

ALICE L. RICE,
ASSOCIATE INSTRUCTOR IN HOME ECONOMICS.

NELLIE R. SHEA,
INSTRUCTOR IN PENMANSHIP.

JUDD W. WILSON,
INSTRUCTOR IN PUBLIC SPEAKING AND DRAMATIC ART.

GRACE H. WOLFARTH,
INSTRUCTOR IN SOCIOLOGY.

JOSEPH A. D'ANGOLA,
HEAD OF DEPARTMENT OF PHYSICAL TRAINING.

EDA FALKLAND-FALKEN,
ASSOCIATE INSTRUCTOR IN PHYSICAL TRAINING.

FRIEDE KATCHEN,
ACCOMPANIST IN GYMNASIUM.

ANNA M. BALLING,
LABORATORY ASSISTANT.

ISABEL VANDERBURGH,
SECRETARY.

MAY EWALD,
REGISTRAR.

NANCY I. THOMPSON,
LIBRARIAN.

ALICE W. HOLLAND,
ASSISTANT LIBRARIAN.

ELSIE G. MAULBECK,
STENOGRAPHER AND BOOKKEEPER.

MARY COOK,
PHYSICIAN.

PRACTICE DEPARTMENT.

HARRY A. SPRAGUE,
SUPERVISOR.

EDA G. WILLARD,
BERTHA R. KAIN,
MARY VANUXEM,
ANNA LUELLA SEAGER,
ASSOCIATE SUPERVISORS.

INSTRUCTORS IN WEBSTER TRAINING SCHOOL.

GEORGE I. BRINKERHOFF.

MAY V. BASSETT.

AGNES V. BYRNE.

ELIZABETH C. CARLTON.

EDITH T. DOREMUS.

ETHEL ELLENSTEIN.

CLARA L. FLANIGAN.

IRENE HEMMING.

FLORENCE HOFFMAN.

GERTRUDE McDERMOTT.

GRACE MERRY.

AGLAE L. ROTHERY.

IDA M. SMITH.

CAROLYN E. TOBEY.

ANGELINE E. TRELOAR.

EMMA L. WETTLIN.

CALENDAR, 1918-1919.

First Quarter—September 3d, 1918, to November 8th, 1918.

Second Quarter—November 11th, 1918, to January 31st, 1919.

Third Quarter—February 3d, 1919, to April 11th, 1919.

Fourth Quarter—April 14th, 1919, to June 30th, 1919.

The fall term will begin Tuesday, September 3d, 1918, at 8:45 A. M., and close Friday, January 31st, 1919, at 3:45 P. M. The mid-year term will begin Monday, February 3d, 1919, and close Monday, June 30th, 1919, at 3:45 P. M.

School will not be in session on Thanksgiving Day and the day following, or on Memorial Day. The Christmas holidays will extend from Friday, December 20th, 1918, at 3:45 P. M., until Thursday, January 2d, 1919, at 8:45 A. M.

The spring vacation will be from Friday, April 11th, 1919, at 3:45 P. M., until Monday, April 21st, 1919, at 8:45 A. M.

The school day begins at 8:45 A. M. and closes at 3:45 P. M., there being eight periods of forty-five minutes each, with a forty-minute interval for lunch.

Commencement exercises will be held on Thursday, January 30th, 1919, at 2:30 P. M., and on Friday, June 27th, 1919, at 2:30 P. M.

School is in session two hundred days during the year, as indicated below:

September	20 days
October	23 days
November	19 days
December	15 days
January, ...	22 days
February	20 days
March	21 days

April	17 days
May	21 days
June	22 days

Total, ...200 days

LOCATION OF THE SCHOOL.

The New Jersey State Normal School at Newark occupies a part of the old Kearny estate at the corner of Belleville and Fourth avenues. The spacious grounds afford opportunities for recreation and other outside activities, while the sunken gardens, filled with choice and rare plants, are used for nature study purposes.

The school may be reached by a number of railroads, the Pennsylvania, Erie, Delaware, Lackawanna and Western and the Central. All of these stations are not more than fifteen minutes from the school. The Broad, Paterson and Mulberry trolleys pass the door. The railroad and trolley facilities afford such excellent opportunities for transportation from nearby towns that few students have made application for board in the city of Newark.

SCHOOL ORGANIZATIONS.

The Public Platform Speaking and Debating Club, the Arts and Crafts Society, the Story-Tellers' and Story-Players' Company, the Musical, Camera and Travel Clubs. The Athletic Association, with its basketball teams, interclass games, indoor meets and playground activities. The School Bulletin. The School dances and the Alumni Association.

LECTURES.

Since school opened, September 4th, 1917, the following speakers have addressed the faculty and students on patriotic subjects:

Mr. Uzal H. McCarter, "Patriotism and Liberty Bonds."

Mrs. E. D. Vanderpool, "The Needlework Guild of America and Its Relation to the War."

Miss Elizabeth Clark, "What the Young Women's Christian Association is Doing for the Soldier in Camp."

"The Girls' Patriotic League."

Mrs. Joseph M. Spurr, "The Red Cross and What It Stands for in Camp."

F. Frank Stanley, U. S. N., "A New Navy."

George A. Chambers, U. S. N., "Duties, Food and Health Conditions on Our Navy Vessels."

Hon. David D. Pierson, "New Jersey and the War."

PARENTS' DAY.

The first Thursday of October, December, March and May has been designated "Parents' Day." On these days a special invitation is extended to the parents to visit the school, to meet the members of the faculty, to attend the classes, and to become better acquainted with the opportunities which are offered their sons and daughters. This day has proven a pleasing feature in the school program and many parents have shown their interest in the everyday life of their children by spending a day with them.

ENTRANCE REQUIREMENTS.

(Extract from the School Law of New Jersey.)

“State Normal Schools shall be maintained for the purpose of training and educating persons in the science of education and art of teaching. Tuition in said schools shall be free.

“Each county shall be entitled to at least six times as many pupils in such schools as it shall have representatives in the Legislature. In case any county shall not have the full number of pupils to which it shall be entitled, pupils may be admitted from other counties. Pupils when admitted shall sign a declaration that they intend to teach in the public schools of this State for at least two years immediately after being graduated, unless excused temporarily by the State Board of Education, and that, if they do not so teach, they will refund to the State the cost of their education.”

In accordance with the above statute, the State Board of Education, on December 4th, 1915, passed the following resolutions:

Resolved, That after January 1st, 1916, admissions to the Normal Schools from each county shall be in proportion to the number of representatives in the Legislature, and that if any county does not avail itself of the quota to which it is thus entitled, then the number of admissions to which such county is entitled but does not use shall be divided among the other counties in proportion to representation in the Legislature; and that the counties now having an excess apportionment in the State Normal Schools shall not be allowed a further apportionment of students until that excess is reduced to its normal apportionment.

tionment, unless there are no applications from other counties.

Resolved, That in case a county has more applicants than the Normal Schools can receive, a number shall be allotted to each approved High School in that county in proportion to its relative enrollment; and be it further

Resolved, That in case the applicants from a High School are in excess of the number that can be received, they shall be accepted in the order of 'their standing in scholarship in that High School.

Whenever the preparatory course has not included plane geometry, the student will be 'conditioned in that subject and will be required to pass an examination in it before being graduated from the Normal School.

Candidates who elect the Kindergarten Primary course must satisfy the supervisor of that department of their ability to play the piano and to sing sufficiently for the conduct of a Kindergarten. Applicants who cannot qualify in music are rejected.

Health.—All candidates must present certificates from physicians stating that they are in good health and free from all physical defects that unfit them for teaching.

The Committee on Normal Schools has voted that all candidates for admission shall be examined by a woman physician selected by the school to determine whether they are free from any disease or infirmity which would unfit them for teaching; and that any student may be examined by this physician at any time in her course to determine whether her physical condition warrants her continuance in the school.

Gymnastics is a part of the prescribed course of study for every student.

Character.—All candidates must present testimonials of good moral character.

Graduates of High Schools or Academies on the "Approved List" and holders of First Grade County Teachers'

Certificates or of Permanent Elementary or Secondary Certificates are admitted to the Normal School without examination, provided they are residents of New Jersey, sixteen years of age, and can present certificates of health and good moral character.

High School Preparation for Entrance to the State Normal School at Newark, New Jersey.

A graduate of any four-years' course of a school on the approved list is admitted without examination. The State Board of Education requires that "A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the Normal required units in methods, including drawing, plane geometry, algebra, botany, zoölogy, history, the college entrance requirements in English, or the equivalent." It is advised that students review, while in high school, arithmetic, geography, United States history and English grammar. It is also advised that students take courses in the reading of music, and in American or modern European history. Students who are deficient in spelling or in the mechanics of written English will be dropped from the school.

Admission on Certificate.

(Ruling adopted by the State Board of Education December 4th, 1915.)

A person may be admitted to any of the courses without examination on presenting a first grade county teachers' certificate, a permanent elementary or secondary certificate, or a certificate of graduation from an approved high school.

College graduates may be admitted to a five-month course especially arranged.

Persons desiring to be admitted by examination must submit evidence of having completed the subjects which are equivalent to a four-year high school course. If the evidence is satisfactory, examinations on these subjects will be given.

All applications for the mid-year term must be made in writing by January 1st, and for the fall term by June 1st, preceding the admission date.

That the educational requirements for entrance to the general courses in the Normal Schools shall be as follows:

All candidates must either:

(a) hold first grade county teachers' certificates, or
(b) hold seventy-two count qualifying academic certificates which shall include counts in arithmetic and geography, or

(c) be properly certified graduates of a four-year course in a high school or private secondary school approved by the State Board of Education; provided that, beginning with September, 1919, such candidates must, for entrance to other than special courses, have made an average grade of 80 or more in the fourth year of their high school or secondary school course, and have passed, during their high school or secondary school course, in one unit of plane geometry, three units of English, one unit of United States history and civic theory and practice, one unit of science, one-half of a unit consisting of a review of elementary geography and arithmetic, four-fifths of a unit of music, and four-fifths of a unit of drawing; provided, that the requirements for music and drawing respectively shall be as follows: Beginning September 1st, 1919, one-fifth of a unit; September 1st, 1920, two-fifths of a unit; September 1st, 1921, three-fifths of a unit; and beginning September 1st, 1922, four-fifths of a unit, or

(d) must have successfully completed a curriculum which would admit them without conditions to an approved college of arts and sciences.

Note.—A unit shall mean a year's study in any subject, constituting approximately one-quarter of a full year's work, and shall be equivalent to five academic counts.

Conditions of Failure.

Students failing in both the term's work and the test work in a subject must make up said subject the following term.

Teachers will read reports to students at the close of each term. Parents will be notified of the unsatisfactory work of pupils. Inquiries of parents concerning the work of pupils will be answered on request. Students should consult their teachers from time to time about their work. There should be no hesitancy about this matter.

No student who has failed in either of the other two State Normal Schools of New Jersey will be admitted.

Approved Public High Schools.

Asbury Park,	Chatham,
Atlantic City,	Clayton,
Atlantic Highlands,	Clifton,
Barnegat,	Cliffside Park,
Bayonne,	Clinton,
Belleville,	Closter,
Belvidere,	Collingswood,
Bernardsville,	Cranford,
Blairstown,	Dover,
Bloomfield,	Dumont,
Boonton,	East Orange,
Bordentown,	East Rutherford,
Bound Brook,	Elizabeth,
Bridgeton,	Elmer,
Burlington,	Englewood,
Butler,	Flemington,
Caldwell,	Freehold,
Camden,	Glassboro,
Cape May,	Glen Ridge,
Cape May C. H.,	Gloucester City,

Hackensack,
Hackettstown,
Haddonfield,
Haddon Heights,
Hamburg,
Hampton,
Hammonton,
Hanover Township,
Harrison,
High Bridge,
Hightstown,
Hoboken,
Hohokus,
Hopewell,
Irvington,
Jamesburg,
Jersey City,
Kearny,
Keyport,
Lakewood,
Lambertville,
Leonardo,
Leonia,
Linden,
Long Branch,
Madison,
Manasquan,
Matawan,
Metuchen,
Middleton Township,
Millburn Township,
Millville,
Montclair,
Moorestown,
Morristown,
Mount Holly,
Netcong,
Newark (Barringer,
 Central, East Side,
 South Side),
New Brunswick,
Newton,

North Plainfield,
Nutley,
Ocean City,
Ocean Grove,
Orange,
Palmyra,
Park Ridge,
Passaic,
Paterson,
Paulsboro,
Pemberton,
Penn's Grove,
Perth Amboy,
Phillipsburg,
Plainfield,
Pleasantville,
Point Pleasant,
Princeton,
Rahway,
Ramsey,
Red Bank,
Ridgefield Park,
Ridgewood,
Rockaway,
Roselle,
Roselle Park,
Roxbury Township,
Rutherford,
Salem,
Shiloh,
Somerville,
South Amboy,
South Orange,
South River,
Succasunna,
Summit,
Sussex,
Toms River,
Town of Union,
Trenton,
Tuckahoe,
Tuckerton,

Verona,	Whippany,
Vineland,	Wildwood,
Washington,	Woodbine,
Westfield,	Woodbridge,
West Hoboken,	Woodbury,
West Orange,	Woodstown.
Westwood,	

Approved Private Secondary Schools.

Beard's School for Girls, Orange.
Blair Hall,
Bordentown Military Institute,
Carlton Academy, Summit,
Carteret Academy, Orange,
Centenary Collegiate Institute, Hackettstown,
College of Mt. St. Mary, Plainfield,
Dearborn-Morgan School, Orange,
Dwight School for Girls, Englewood,
English and Classical School, Newton,
Farnum Preparatory School, Beverly,
Friends' Academy, Moorestown,
Friends' High School, Moorestown,
German Theological School, Bloomfield,
Holy Angels Academy, Ft. Lee,
Hoover School, Paterson,
Ivy Hall,
Kent Place School for Girls, Summit,
Kingsley School for Boys, Essex Fells,
Lakewood School,
Lawrenceville School,
Leal School for Boys,
Miss Craven's School, Newark,
Montclair Military Academy,
Morris Academy,
Morristown School,
Mt. St. Dominick Academy, Caldwell,
Newark Academy,

New Jersey Military Academy,
Peddie Institute, Hightstown,
Pennington Seminary,
Pingry School,
Princeton Preparatory School,
Rutgers Preparatory School,
Sacred Heart Academy, Hoboken,
Sacred Heart Academy, Trenton,
St. Aloysius Academy, Jersey City,
St. Benedict's College, Newark,
St. Dominic Academy, Jersey City,
St. Elizabeth's Preparatory School, Convent,
St. Elizabeth's College, Convent,
St. Mary's Academy, Newark,
• St. Mary's High School, Trenton,
St. Michael's Monastery, West Hoboken,
St. Patrick's High School, Elizabeth,
St. Peter's High School, Jersey City,
St. Peter's School, New Brunswick,
St. Philip and St. James, Phillipsburg,
St. Vincent's Academy, Newark,
Seton Hall College,
Star of the Sea Academy, Long Branch,
Stevens Preparatory School,
Upsala College, Kenilworth,
Vail-Dean School,
Wenonah Military Institute,
West Jersey Academy.

EXPENSES.

No charge is made to students for textbooks. Each student must provide herself with a complete gymnasium outfit, consisting of dark blue bloomers, blouse and gymnasium shoes. This outfit can be secured at a cost of about \$4.00.

A wholesome, substantial lunch is served at noon in the large dining-rooms at a minimum cost.

COURSE OF INSTRUCTION.

The purpose of the school is to prepare students to teach in the elementary and kindergarten grades of the public schools of the State of New Jersey, and no special students are admitted.

At the present time there are two courses to be pursued by students, the General Course and the Kindergarten-Primary Course. Graduates of the General Course receive certificates entitling them to teach in any elementary grade. Graduates in the Kindergarten-Primary Course are given certificates good in the kindergarten and first four primary grades. The certificates of the New Jersey State Normal Schools are endorsable in most other States without examination.

SYNOPSIS OF THE COURSE OF STUDIES.

JUNIOR B (TWENTY WEEKS).

General Course.

Psychology, ...	3	periods	per	week
English, ...	3	"	"	"
Biology, ...	3	"	"	"
Arithmetic, ...	4	"	"	"
Industrial Art, ...	2	"	"	"
Art, ...	2	"	"	"
Geography, ...	4	"	"	"
Physical Education, ...	2	"	"	"
Penmanship, ...	1	"	"	"
Music, ...	2	"	"	"
Library, ...	1	"	"	"
	—	"	"	"
	27	"	"	"



DEMONSTRATION EXERCISE.

JUNIOR A (TWENTY WEEKS).

General Course.

Psychology, ...	3	periods	per	week
Literature, ...	3	"	"	"
Applied Science and Agriculture, ...	3	"	"	"
Sewing or Bookbinding, ...	2	"	"	"
Music, ...	2	"	"	"
Physical Education, ...	2	"	"	"
Grade Problems in Art, ...	1	"	"	"
Physiology, ...	1	"	"	"
History and Civics, ...	4	"	"	"
Penmanship, ...	1	"	"	"
Public Speaking, ...	2	"	"	"
Reading Methods, ...	3	"	"	"
	27	"	"	"

SENIOR B (TEN WEEKS OF THEORY).

Reading Methods, ...	3	periods	per	week
Physical Education, ...	2	"	"	"
History of Education, ...	4	"	"	"
Geography Methods, ...	3	"	"	"
Story-Telling, ...	2	"	"	"
Music, ...	2	"	"	"
History Methods, ...	3	"	"	"
Arithmetic Methods, ...	3	"	"	"
Woodwork, ...	2	"	"	"
Sewing Methods, ...	2	"	"	"
	26	"	"	"

SENIOR B (TEN WEEKS' OBSERVATION AND TEACHING).

The ten weeks of work in observation and teaching include one course called Observation, five periods a week for ten weeks, and one parallel course called Teaching, five periods a week for ten weeks. Each day these courses are directly preparatory for the work of the remaining part of the day when the students are observing and teaching at the Webster Training School.

SENIOR A (TEN WEEKS OF THEORY).

School Management, ...	3	periods	per	week
History of Education, ...	4	"	"	"
Physical Education, ...	2	"	"	"
Dramatic Art and Public Speaking, . .	3	"	"	"
School Hygiene, ...	4	"	"	"
Science Methods, ...	2	"	"	"
Psychology, ...	2	"	"	"
Penmanship, ...	1	"	"	"
Cooking, ...	2	"	"	"
Music, ...	2	"	"	"
	—			
	26	"	"	"

SENIOR A (TEN WEEKS OF PRACTICE IN VARIOUS CENTERS THROUGHOUT THE STATE).

PSYCHOLOGY.

(Three periods per week, forty weeks.)

COURSE I.

The purpose of the course is gradually to secure the orientation of the student from the biological, physiological, psychological and sociological points of view

through observation, experiment, lecture, report and discussion on the following topics:

- I. Introductory—Study of Habit Formation.
- II. Description of the Nervous System:
 - (1) Structural and Functional Organization:
 1. Peripheral and Central.
 2. Brain Localization:
 - (1) Relation to Mental Phenomena: Reaction-time, Memory, Association, Fatigue, Aphasia.
 - (2) Relation to certain educational problems: Method of teaching a language, left-handed writing, teaching to read, etc.
 3. Pathology:
Congenital, Developmental, Traumatic. Methods of Development.
- III. Study of the Senses:
 - (I) Stimuli, (II) End Organs, (III) Characteristics of Sensation, (IV) Values: Cognitive and Æsthetic, (V) Application:
 1. To Methods of Learning, 2. Methods of Teaching, 3. Forms of Teaching.
- IV. Education of the Central Nervous System.
 - (I) Relation to
 1. Growth and Development.
 2. Complexity of Structure and Function.
 3. Significance of the Lengthening Period of Infancy.
 4. Factors of Evolution.
 5. Requirements of Life.

COURSE II.

This course is designed to give the student an introduction to the methods, the fundamental facts and prin-

ciples of psychology and their relation to the development of an Economy and Hygiene of Learning. Standard experiments in Memory, Practice, Association and Thinking are performed and statistics collected and interpreted.

Especial attention is given to the formation of general psychological principles underlying the science of education and the results of their application to concrete cases. Applications are not confined to the classrooms, but extend to the entire range of human interest.

I. Consciousness, Attention, Sensation, Perception, Memory, Imagination, Association, Conception, Judgment, Reasoning, Instinct, Emotion, Volition.

II. The Self, Play, Imitation, Interest.

COURSE III.

The Child: Principles of Development.

PRINCIPLES AND HISTORY OF EDUCATION.

(Three periods a week for ten weeks.)

The present-day tendencies in education in relation to the child are considered first. These tendencies are then traced from their origin through the different periods of civilization: Primitive; Barbarian, as typified by China; Civic, represented by Judea, Greece and Rome; Human, including Early Christian Education, Education of the Middle Ages, Renaissance and Modern Education. The history of education of the United States and New Jersey is included.

Each period is studied as to aims, content, methods and results. With the educational aims are studied the religious, political and economic ideals to the extent that they affect education.

The relation between the individual and society and the development of both are constantly kept in mind.

Method followed: lectures, discussions, reports, reading with emphasis on source material, pictures, use of museums, etc.

The text used is Monroe's Textbook in the History of Education. The Normal School library also furnishes Monroe's Cyclopedia of Education and Source Book in History of Education; Histories of Education by Davidson, Graves, Quick, Painter, Compayré, Laurie, Rosenkranz, Parker, Dexter, etc.; writings by Plato, Quintilian, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, Dewey and many others.

SCHOOL MANAGEMENT.

The following brief course covers a few of the most important topics usually included in the subject of School Management. Each of the topics is presented to the class in problem form. The exact statements of the different problems will vary from time to time. The interests and needs of the students in the various classes will become the basis for determining the manner in which the problems are to be stated and the relative value of the different phases of each. Since this course follows training and practice, the students are expected to show discrimination in deciding upon values and also be able to discuss, question and verify statements or reports made during recitation periods.

The text used is Colgrove: The Teacher and the School. Other subject matter is gained from standard references and observation. School surveys and reports are used continually.

The following topics will suggest the problems of the course:

- I. The School and the Community.
 - A. The school as a social center.
 - B. The school as an educational center.
 - C. The teacher as a co-worker with parents.

- II. The School Curriculum. (State Monographs.)
 - A. Values of courses of study.
 - B. Practice in making daily, weekly and term plans following a course of study.
 - C. Adaptation of courses of study to local interests and needs.
- III. Classification and Gradation of Pupils.
 - A. The demand for flexible system.
 - B. Systems in common use.
 - C. The necessity for special classes.
- IV. The School Program. (State Monographs.)
 - A. Principles which govern the making of a school program.
 - B. Practice in making programs for rural and graded schools.
- V. School Discipline.
 - A. Subject matter as a means of control.
 - B. Methods as a means of control.
 - C. Sympathy and spirit of coöperation as a means of control.
 - D. Authority as a means of control.
- VI. Measuring the Quality of Instruction.
 - A. Common scales and tests discussed and applied.
 - B. Supervision in relation to results of instruction.
- VII. School Records and Attendance.
 - A. Discussion of record systems in common use.
 - B. Practice in keeping a common school register.
 - C. Methods of dealing with matters of attendance.
 - D. School laws governing records and attendance.
- VIII. The Teacher's Means of Self-Improvement.
 - A. Professional reading.
 - B. Extension and summer courses.
 - C. Lectures, conferences and round tables.



FIRST AID.

SCHOOL HYGIENE.

The aim of the Course in School Hygiene is the conservation of the child's resources, intellectual, physical and moral—the leading toward a “trained intelligence, controlled by high moral ideals and made safe and sane through vigorous physical powers.”

Emphasis is laid on training for *practical efficiency in the classroom backed by sound scientific principles*. The Seniors bring to this work a keen appreciation of school conditions. The daily problem in hygiene, the city problem, the country problem, all furnish the practical test by which the students measure their ability to use their knowledge of the fundamental principles underlying this science.

Environment of the Child.

Schoolroom lighting, heating, ventilation, furniture, apparatus, room materials.

The Child's Reaction to His Environment.

Positions of school children, physical defects, oral hygiene, eye strain, hearing, contagious diseases, medical inspection.

The Hygiene of Instruction.

School programs, tests, fatigue, function of play, special schools, constructive mental and moral hygiene, use of State monographs.

An especially important part of the work is the Course in First Aid to the Injured. This is taken up in accord with the lines laid down by the National Society, but it is especially adapted to the needs of schoolroom and playground. It is rare to find a teacher in the ordinary grade school who is a graduate of First Aid. The Newark State Normal School is attempting to equip the young teacher in this line. First aid in accidents, emergency measures and practical lessons in bandaging are covered by this course.

PHYSIOLOGY.

The short course in Physiology in the Junior Year is intended to put the student in touch with the great movements of the day leading to health and efficiency. "Learning to Live Right" is the text of the course. It is felt that the teacher of to-day should concern himself not only with the teaching of Physiology and Hygiene, he must keep himself informed of what is being accomplished by those societies that are working out the problem of safe and sane living. The schoolroom must reflect the results of such contact. The children must be trained for citizenship hygiene as well as personal hygiene. Topics such as the following suggest the line of work we are attempting to do with the prospective teacher :

What a Citizen Should Know of Physiology and Hygiene.

Municipal Sanitation.

Preventive Personal Hygiene. (How to Keep Well.)

Mental Hygiene.

Contagious Diseases.

Heredity.

Safety First.

Stimulants and Narcotics.

Emergency Measures.

Scope of the work of societies, such as The American Health Association, National Association for Mental Hygiene, New Jersey Dental Society (Oral Hygiene), United States Public Health Service, Monographs of the New Jersey Department of Public Instruction.

This course serves as preliminary to the study of School Hygiene in the Senior Year.

NATURE STUDY.

PREPARATION.

The course in Nature Study presupposes a thorough preparation on the part of students in the elements of

the sciences taught in high schools. Students unprepared in high school science find difficulty in taking up the advanced work of the Normal School. The course is in no way designed to review the science work of the high school but, taking the high school work as a basis, it goes farther and plans professional training for students familiar with preparatory high school science. It is advised that high school students know at least the elements of physiology, zoölogy, botany, physics and chemistry.

COURSE.

The Nature Study course as planned takes the sciences already studied and selects from them subjects directly bearing upon the student's individual growth in power of observation, recognition of common objects within his own environment, power to interpret simple phenomena occurring around him and training in reasoning and appreciation of the place of science in his life. Emphasis is laid upon the subjects directly bearing upon the practical life of the citizen; studies which place him in control of his physical environment, giving him the power to become an intelligent force, adjusting himself to, or controlling, as the case may be, the great forces of Nature. The common problems of everyday life furnish abundant opportunity for good practical training.

CLASSROOM PRESENTATION.

Using the above work as a basis, the students are given training in the selection of topics for presentation in the classroom. This is not limited to city schools, but courses of study are planned for schools of various characters. The range of grades is also considered. The individual lesson, a series, a course, a year's program, etc., furnish topics for study. Demonstration lessons with the children furnish opportunity for measuring one's self by the standard of classroom experience.

BIOLOGICAL LABORATORY.

As the course in Nature Study lays especial emphasis upon the living organism, the biological laboratory is equipped with the growing plants, the living animals and the various devices for housing them. It is here that the individual student, in addition to her class work, may examine the sets of material especially designed for grade work to allow each child a specimen, the "School-room plant" window, the various salt and fresh-water aquaria, the screened pool for insect metamorphosis, the living rabbit, canary or other home pet.

Each student is required to select a problem for original work, provide individual specimens for a class of children and work out the method of presentation. These specimens and plans are the student's own property and constitute the nucleus of a working equipment so that when she enters public school work she will not go empty-handed. The biological laboratory is her workshop, where she may gain inspiration and opportunity to measure her ability for independent work.

CLASSROOM EQUIPMENT.

It has been found necessary to instruct prospective teachers along the line of the equipment necessary for the teaching of Nature Study. The keeping of aquaria, selection and care of plants for the schoolroom, animal shelters, class sets of specimens, housing of illustrative material, standard mounts of pictures, home-made apparatus, etc., form topics for study. For students who desire it, instruction is given in the use of the camera for illustrative work, the manipulation of the microscope, lantern and other apparatus calculated to enrich the school work.

SOURCE WORK.

Need has been shown for teachers to be informed as to sources where material may be obtained. Most of the

Nature Study in schools fails for lack of this essential. Excursions are taken to places in the vicinity where specimens may be obtained. In addition, the vicinity of Newark and New York is mapped out with a view to sources of material for future lessons. The State of New Jersey and what it affords in this line to the Nature Study teacher is also mapped out. Localities are given where classes of children may be taken to the best advantage together with methods for conducting such excursions. While primarily greater emphasis is laid on the obtaining by students of first-hand information from the study of scientific material itself, yet a short course is given on the subject of literary sources for teachers of Nature Study. The best books for a Nature Study Library, the best scientific magazines of popular interest, city, State and National publications, etc., are studied as to their availability to the Science teacher.

The Nature Study course covers twenty weeks of work, three periods a week.

AGRICULTURE.

The subject of Agriculture is made as practical as possible. Since the problems in the country community are somewhat different than the problems found in the city life, the course is made very broad, so as to meet practical conditions. Throughout the course emphasis is placed on that part of arithmetic, language work and reading which will correlate with the work in agriculture. The students are to make this a practical part of the work in rural communities where a school garden is possible, and also where home gardens are conducted. Such problems as cost of fencing the school garden, and the amount of land in square feet, square rods and acres in the garden, are solved. A small bank is established at the school, where the pupils may learn something about notes and checks, also business correspondence. Letters are written to the Department of

Agriculture and to different firms for seed catalogues, fertilizers and farm implements.

The outline of the course is as follows:

Soil, formation, kind.

Soil water, irrigation, drainage, soil air.

Life in the soil.

Material used in fertilizers.

Methods of working the soil.

Home gardens.

School gardens. Friendly, insect and animal life.

Mathematics connected with the measuring of the plots

Cultivation.

Vegetables, injury done by insects; manner and ways of preventing insect pests. Disease found on vegetables.

Fruit, treated the same as vegetables.

Manner of shipping fruits and vegetables to market.

Bill of lading, receipts.

Cost of production, profits.

Grain: Corn, wheat, oats.

Cotton: Cotton seed and its use, other by-products of the cotton plant.

Animals: The relation of the animal to profit. Comfort of animals, horse.

Cattle: Care of milk, Babcock test, beef, disease among cattle, sheep, swine.

Poultry: Value of poultry to farm life, eggs.

Trees: Orchard, setting of trees, spraying of the orchards, pruning, grafting. Shade trees, forests, general relation of tree to agricultural interests. A study of the enemies and friends of trees among insect, animal and bird life.

Commercial uses of trees.

GENERAL ELEMENTARY SCIENCE.

This course is designed to give teachers a knowledge of facts intimately related to every-day life. Whatever functions in the life of the student or teacher from the utilitarian or æsthetic standpoint, is chosen for our work. The Normal School Weather Bureau, Photographers' Club, the Normal School Board of Health, divided into a Committee on Pure Food and Sanitation and a Committee on School Buildings, are some of the activities associated with these courses, which are of interest to teacher and pupil alike.

Many of the natural physical conditions which affect our lives are discussed. Conditions of heating and lighting are studied, not from the standpoint of physics, but from the commercial view. Our school building, with modern equipment—light, heat, ventilation and electrical power—affords a series of practical lessons, together with many of the principles involved in time and labor-saving machines, under the topics of heat, light, sound, electricity, mechanics, pneumatics and hydraulics. Such topics as the following will be studied: Methods of heating buildings, efficiency of gas and electricity, comparison of cost, reading of gas meter and electrical watt meter, principles involved in the electric iron, vacuum cleaner, incandescent light, and other commercial articles.

Some time will be given to the discussion of elements and compounds which are of importance to our living conditions. Such topics as atmosphere, water, foods, clothing, dyeing and bleaching of cloth, and raffia will be considered. Students will make tests for impurities found in milk, cheese, meats and other food products. The chemistry of photography, blue prints and other industries closely related to life are presented.

GENERAL SCIENCE METHODS.

The aim of this course is to study such sciences as should be taught in the grades. The science for each grade is care-

fully studied. The student-teachers are given much of the work as it should be taught. Material is obtained by the members and the manner of arranging the work for teaching is carefully studied. Emphasis is placed on all science study which will function immediately in the life of the child. Near the end of the course practical demonstrations will be given with grade pupils.

ARITHMETIC.

The course in arithmetic covers work in two half-years, four periods per week in the Junior B class, and four periods per week during half of the Senior B term.

I. Review of the arithmetic of the elementary school.

Several weeks at the beginning of the term, and portions of each period for the rest of the course, are devoted to a review of arithmetic. This includes, first, the analysis and solution of problems of all the types used in the elementary school; and, secondly, extended drill in computation.

II. The teaching of arithmetic.

The review in arithmetic is accompanied at every step with the making of problems by the student, problems conforming to given types or requiring the use of given operations with abstract numbers. Facility in the formulation of concrete problems from given data is regarded both as essential to the teacher's equipment and as a test of her own grasp of the subject.

Attention is paid to the requirement that arithmetic be made to function in the life of the child. To this end, and in order to provide for the study sufficient motive to make arithmetic a live issue to the child himself, problems are based upon materials and quantities found in the child's experiences at home and on the playground and in school, as well as in the larger industrial and social life for participation in which the school is preparing him. Correlation with

the departments of Science, Industrial Arts and Geography is provided for.

Oral arithmetic, in the solution of simple problems of all types, is regarded as of great importance. The simple problem is made to precede the more elaborate work which requires written computation. The habit of estimating results before exact computation is encouraged.

The methods of primary arithmetic, required in the child's gaining the number concept, learning the number combinations, and becoming familiar with the fundamental processes, are the subject of study in the latter part of the Junior B term.

Facility in conducting the drill lesson is secured as the means for developing accuracy and speed in computation. Due emphasis is put upon the use of economical forms of arrangement in computation.

The idea and principles of sequence are developed from the normal student's own experience in the elementary school. The course of study recently issued by the State Department of Public Instruction and contained in the monograph entitled "The Teaching of Elementary Arithmetic," is used as the basis for the consideration of the contents of the course of study. Some familiarity with the specifications for the various grades is required. Comparison is made with several other courses of study.

The application of psychology to the learning and teaching of arithmetic is noted, together with those mental differences in children which account for difference in mathematical ability.

GEOGRAPHY.

This course embraces a review of physical and industrial geography and a study of the methods of teaching the subject in the elementary schools.

A brief time is spent with the history of geography, thus arriving at an accepted view of the subject. This view

involves a study of human adjustments and relationships to physical controls. The principal controls emphasized are land forms, water forms, climate, soil and mineral deposits. Tarr's, Dryer's and Salisbury's Physical Geographies are used at this point.

The geographic controls are studied in their casual relation to industrial and political history, and to as many present social conditions as have a vital connection with life in the State and community. Dodge's Advanced Geography, Robinson's and Adam's Commercial Geographies, Semple's and Brigham's books on the relation of geography to history and Bartholemew's Practical Industrial Atlas, are used at this time.

Practice is given in the use of maps, globes and other authentic source materials. The students are caused to become familiar with an extended list of reference books and objective materials, and are required to grade the same. Students are continually tested as to their ability to interest a grade class in various assigned topics or problems. The class observes and discusses model lessons taught to exemplify the different type lessons of geography. They prepare lesson plans on these type studies which receive class criticism. Each student is assigned one industry. He visits this industry, outlines its geography, collects objective material and facts and prepares a lesson plan for teaching the same in a specified grade. Class excursions are also conducted from time to time, and these together with construction work make many phases of the subject more concrete.

Toward the end of the term elementary school courses of study are carefully examined, considering principally the child's interests, his powers of imagination and social needs; also the possibilities of correlation, some suitable developmental methods, and the selection, elaboration and organization of content. Emphasis is given to the importance of obtaining from a class of children specific problems for their own selection, thereby motivating their work, teaching them

how to study and making of them independent thinkers. Subject matter and method are put to the tests of educational principles and present social demands throughout the course. Books used in method are Sutherland's "Teaching of Geography," Redway's "New Basis of Geography," Dodge and Kirchwey's "Teaching of Geography in Elementary Schools."

METHOD IN HISTORY AND CIVICS.

The course in the Method of Teaching History and Civics is strictly professional, not academic. Students are therefore expected to have studied American and European history in high school. The instruction in this course aims to meet the requirement of the State Monograph, that history and civics, as social science, shall be taught from the second grade through the eighth grade.

The Junior A course covers the sixth, seventh and eighth grades of work, as follows:

I. Sixth grade.

- (A) Survey of field of European history to be covered, including aims, subject matter, materials, etc.
- (B) Framing brief courses of study suitable for sixth grades.
- (C) Observation of sixth-grade lessons and lesson planning by students.

II. Seventh grade.

- (A) Survey of field.
- (B) Training in selection and elimination of subject matter.
- (C) Advantages and disadvantages of various types of teaching. (See S. M., pages 149-157, inclusive.)
- (D) Reading from Johnson "Teaching of History."

McMurry "Special Method in History."

Wayland "How to Teach American History."

Mace "Method in History."

- (E) Observation and lesson planning with criticism of lesson plans in S. M., pages 202-206.

III. Eighth grade.

The outlines followed are similar to those followed for seventh grade.

SENIOR B:

- I. Intensive study of New Jersey as an eighth-grade problem.
- II. (A) Consideration of primary (second, third and fourth grades) problems required by the State Monograph.
(B) Text "Socializing the Child," Sarah Dynes.
- III. Study of the teaching of biography for the fifth grade.
- IV. Observation and teaching.
- V. Summary of the course.

SENIOR A: Civics and government.

ART DEPARTMENTS.

Art: Theory, principle and practice.

Purpose: The teaching of art principles combined with the fundamental processes of handicraft and home economics; a correlation of art methods with the teaching of academic subjects, and the development for appreciation of beauty in each of life's activities. A drill, in chalk handling and blackboard sketching, which aims to fit the teacher to use the crayon simply and easily for the illustrating of essential facts when teaching geography, history, nature, &c.

Motto: "School life, not an imitation of life, but a part of life itself."

Junior B (40 periods).

Color—A review of the theory of color and color harmony to establish a knowledge for intelligent use in illustration and decoration. Plans executed to illustrate the theory and to file for practical reference.

Design—A study of its limitations; its power in composition (the orderly arrangement of line, mass and color); the pleasure in the development of good taste and judgment to the realization that the æsthetic should enter into all of our activities, and be a part of all articles of use. Problems are required applying the principles of space-division and decoration to practical classroom activities in sewing, industrial handicraft, arrangement of written sheets, mounting of exhibits, &c.

Perspective—Studied as a science of expressing things as we see them. A study of various modes of expression and the best medium for securing satisfactory results in outline, silhouette, modeled or flat interpretation.

Problems in review require a drawing of all such objects of nature and still life, which are governed by pictorial principles, and relate directly to child life and work at home, at school and abroad.

Notebook and portfolio reference material is compiled for each topic of the course.

Junior A (20 periods).

The aim of the work is to learn to adjust theory principle and practice in art, to the environment of the child and wholly within his ability; to study methods which will teach the child to live, appreciating the beauty about him, and his power to make beautiful things.

(a) Discussions: "Methods for relating art principles to the needs of the various grades." "Methods for classifying subject matter according to the age and ability of the normal child." "Methods for ex-

pression in various media, and their value in practice."

- (b) Plans outlined for presentation of material and the organization of practice work. (The grade, nationality, home and school life of the child is considered.)
- (c) A series of lessons in method and practice of black-board sketching.
- (d) Picture study for primary analysis, use in lesson illustration, and for their relation to classroom decoration.

Notebook and portfolio reference material required, and a use of good art principles in the practices of all departments.

INDUSTRIAL ART.

Motto: "Not the thing made, but the power to do something."

The course is a prevocational study of the industries which take the raw substances and make them into articles of greater use. Emphasis is placed on the economic and artistic factors in selection and combining of all materials. A wide appreciation is gained through practice in many phases of craft work.

Elementary students learn the possibilities for use of cord, reed, pine, raffia, grasses, paper, cardboard, wood, clay, and any available home materials.

The course is planned to correlate with history, geography, nature study, language and literature, and to cover such topics as: "Home life and homes of other lands;" "Primitive and modern implements of work and play;" "Neighborhood occupations and study of pioneer life;" "Transportation;" Bird and animal life;" National and State holidays;" "Seasons of the year."

Advanced Students take up the binding of pamphlets, and commercial and library binding of books, sewed on



PICTURE STUDY AND RELATED PRIMARY LESSONS. "THE SPIRIT OF MAY." "THE MORNING DANCE," BY
 COROT. ART DEPARTMENT.



DEPARTMENT OF HOME ECONOMICS—SEWING PROJECTS.

tape and finished with cases in half or full cloth. Study is made of books, printing, and illustrating, all in close relation to the work in library methods.

Senior B. Study of the woodworking industry and its elements; a carrying of problems into as many phases of the elementary school life as are practical.

A classification is made as follows:

1. Problems that relate to school life and the needs of various departments as: weaving looms, sand tables, window boxes, geography, history and science apparatus.

2. Problems relating to community life as: Chicken coops, bird houses, stepladders, seed corn testers, &c.

3. Problems intended for individual use. Personal interest problems are discouraged except as "extra time work," until the student has completed the regular work, which includes a knowledge of sawing, planing, boring, cutting, chiseling, sandpapering, measuring, &c.

A relationship of each problem to the industry is established through various lines of investigation. The cost of materials is brought out in estimating the value of the project.

Senior A. Industrial Art Methods.

Emphasis is placed upon the culture attained through a close relation of the arts; upon the limitation of product according to material; and the value of a knowledge which will adapt any given material to the needs of the curriculum and the locality.

HOME ECONOMICS.

The work in home economics aims to study foods, textiles and clothing, household furnishing and home management as they concern the ordinary citizen who is not specializing in any part of the field.

Emphasis is placed upon the fact that special teachers and expensive equipment are not required to teach one to

dress well, eat wisely, and live in pleasant surroundings. The course seeks to give students the fundamentals which will make them capable of filling any niche of the locality's need and with this elementary foundation to be ready for further study leading to specialization.

Junior A. Sewing (20 periods).

Space division lessons in design are required in the use of all stitchery and a careful relation of stitchery to material and material to use. Technique, illustrated in all kinds of practical problems:

- Plain hand sewing.

- Mending and remodeling garments.

- Choice, tests, alterations and use of patterns.

- Care and use of sewing machines.

- Simple embroidery.

- Crochet, knitting and tatting.

Final problem—Each girl makes an unlined cotton dress for herself.

Senior B (20 periods).

Methods of teaching clothing, textiles, household furnishings and management.

Discussions—Equipment, materials and cost. What children of various ages should know in the field.

How to develop good ideals in dress, housefurnishing and home life.

- Courses of study and lesson plans.

- Classroom management and care of materials.

Exhibits—Typical individual and community projects for the grades.

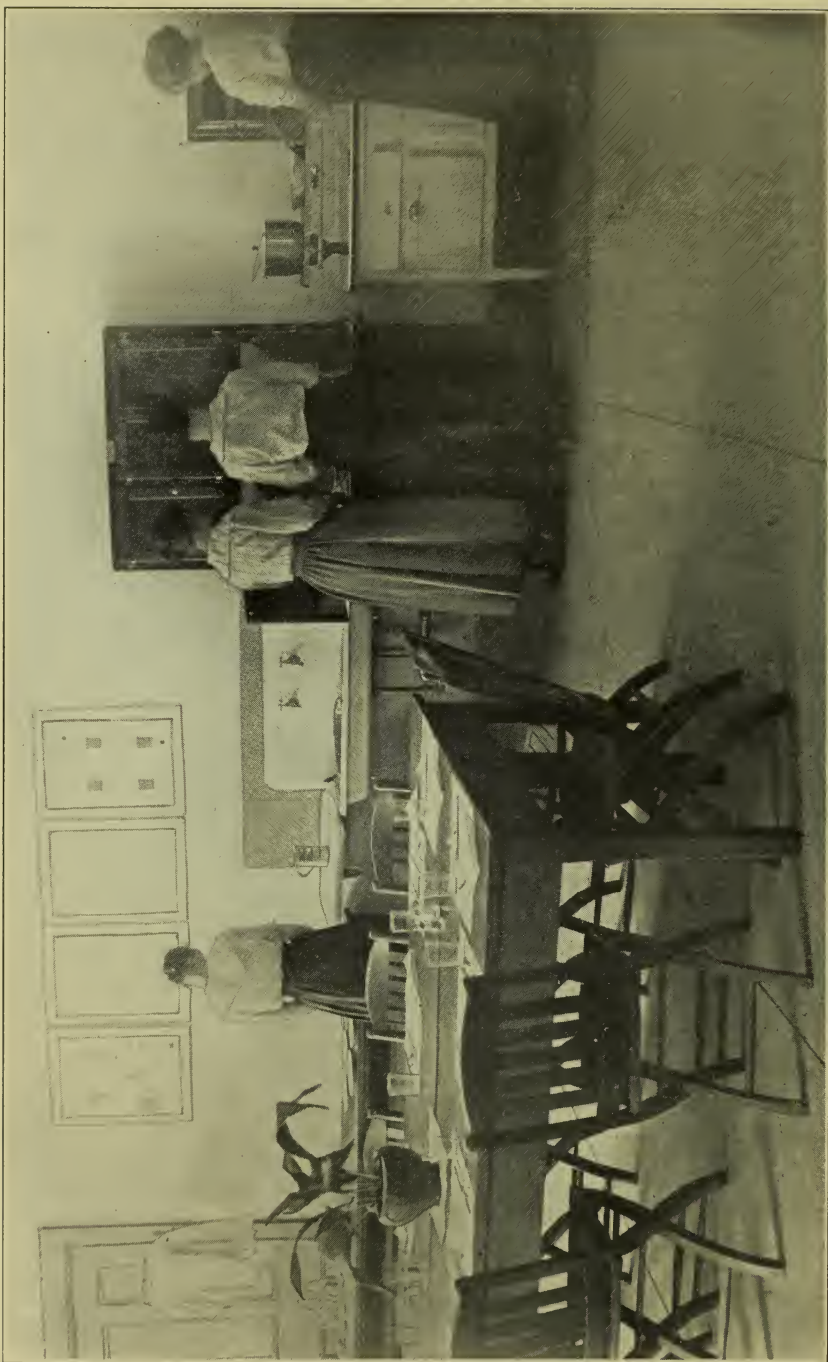
- Reference and demonstration material.

Demonstration lessons on "Textile study," "How to shop," &c.

Senior A. Food study (20 periods).

- Study of equipment, materials and costs.

Visits to every outside aid that is available—government, community, manufacturers, &c.



DEPARTMENT OF HOME ECONOMICS—COOKING ROOM.

Study of methods to add essential "food training" without crowding a curriculum.

Classroom management and care of materials.

Scoring of recipes as to food values and cost.

Discussion and exhibits of home work in baking, preserving, &c., where no school equipment is available.

Final problems—Preparation of one hot dish daily to serve with children's cold luncheon.

Entire luncheon prepared and served by groups in turn, as it may be done in the average classroom without special teacher or individual cooking equipment. These luncheon menus must be attractive in appearance and palatability. There must be fuel value and protein content within a certain cost. These luncheons are served at cost price to groups of the faculty or students.

ENGLISH.

JR. B, JR. A, SR. A.

This course emphasizes the organic unity of the subject and the need of planning for instruction in one phase with an understanding of the purpose of all instruction in English. It aims to develop in the student:

- (a) Appreciation of literature and language as art and of the importance of artistic and literary standards as "touchstones" in teaching.
- (b) A "linguistic conscience and pride."
- (c) A sound view of the character, scope and aims of literary and linguistic training in the elementary school.

I. COMPOSITION—JR. B.

Nature and scope of subject in elementary school—Controlling aims—Character and æsthetic values—Motives or incentives, utilitarian, social, artistic.

Discussion and application of principles governing the choice of material and the methods of class presentation—Forming the habit of good composition—Relation to thought and the forming of right thought habits—Study of typical forms of compositional activity in the grades.

Interpretative reading of the State monograph on the subject—Plans and illustrative lessons covering specific problems in the teaching of oral and written composition.

II. LITERATURE—JR. A.

Study of the nature, elements, and typical forms of literature.

Discussion and application of principles determining the selection of literature for the grades and the method of class presentation.

Intensive treatment of poems and stories appropriate to the grades—Aims and methods—Lesson plans.

SPECIAL METHOD.

READING—SPELLING.

I. READING.

The purpose of this course is to emphasize the importance of reading, to present the principles underlying the teaching of it and to acquaint the students with the recognized methods of the day.

The course embraces a historical survey of children's literature and a careful study of the following topics:

Nature of the Subject.—Cultural and formal aspects; the reading process; the reading unit; the word in its functional relation to thought.

Selections.—Identification with the end which makes reading valuable. Its bearing upon the development of reading tastes and reading habits. Basis of choice. Changes in the child's story interests. The teacher's and pupil's choice.

Various sources from which suitable material may be obtained and the purpose which each serves. The school reader and the selected unit. Relation of choice to purpose and purpose to choice. Organization of reading matter with special reference to the needs of the different grades.

Teaching Problems.—The subject aim interpreted in the light of the primary, intermediate and grammar grades reading. Reading interests and the part that they play in determining when and how reading shall be taught. Providing motive for learning to read; first reading experiences. The teacher's preparation for the reading lesson; freedom in choice of material and method used; purposes and method in agreement. The preparatory or study lesson and the reading lesson. The value and character of assignments. Training that should result from teaching the child what to read and how to read. Proper daily allotment of time and length of reading lesson. True test of reading efficiency. Standards of work. Care of special cases. Teaching the masterpiece. Dramatization as a factor in teaching reading. Vocal expression—What it should reflect; upon what its success depends; value of teacher's example. Silent and oral reading—Relative value and function of each. Supplementary reading—True meaning and use. Home reading; sight-reading. Word development and word drill.

Phonics as an aid in developing mechanical skill in reading—When appropriate to introduce; character and amount of this instruction. Value of good speech environment.

Comparative Study of Methods.—First the basic methods, alphabetic, phonic, word, sentences and story are considered as a foundation for the study of the aims, procedures and merits of the modern methods such as The McCloskey, Aldine, Rational, New Barnes, Free and

Treadwell, Story Hour, Progressive Road to Reading, etc.

Character of the Work.—Discussions, observation of lessons taught under regular classroom conditions, lesson plans, required reading, including the State monograph, etc.

Students are made familiar with the reading matter most frequently recommended for use in the grades. At intervals in the course the students are required to read before the class as practice in the intelligent interpretation of the printed page and in order to train for the example which the teacher must be to her pupils.

II. SPELLING.

This course aims to contrast the old and new methods of teaching spelling with a view to establishing the present-day standards of instruction. Thereby showing that right habits of spelling are largely the result of the instruction received.

The following topics are considered:

Nature of the subject and its relation to the other subjects of the curriculum.

Sources from which words are derived—The common every-day words identified with the child's needs in written speech. The spelling book, its value and limitations.

Aim and character of the instruction, prevention the keynote. Proper association between meaning, pronunciation and form.

Memory appeals—Eye, ear and muscular. Drill contextual spelling—Value of the thought unit over that of the formal list of words. Usage—the relative importance of oral and written spelling. The dictation exercise.

Assignment, study and testing—Value and control.

The dictionary—Use and training in use.

Correction of misspelled words. Teaching of homonyms.

The length of the spelling lesson and the number of words to a lesson. Value of the spelling notebook and spelling games.

Various modern spelling books examined and their merits determined.

Besides the regular class discussions, lessons are observed, planned and taught by the students.

The State monograph is used in connection with this work.

MUSIC.

The primary aim of this course is to prepare students to teach music in the public schools, by awakening and stimulating an interest in music and developing a greater appreciation of good music, through a thorough study of the fundamental principles and interpretative study of songs, showing the educational and cultural value of such study.

The course includes—

- (a) Study of children's songs.
- (b) Study of fundamental principles.
- (c) Sight-singing and ear-training.
- (d) Chorus work and conducting.
- (e) Application of principles to methods used in the grades.

PENMANSHIP.

The purpose of the course in penmanship is to instruct students in the execution of good handwriting and the best methods of teaching the same.

Points especially emphasized are correct position, movement, correct slant, and letter forms. These are discussed, and the reasons for their use made clear. Much practice at the desks and blackboards is given, always accompanied by helpful criticism.

The method of teaching penmanship is discussed with regard to best means of teaching position, movement and form, the time for the child's beginning of writing, materials used and their adaptation to the child's needs, the use of the blackboard for both teacher and pupil and the place of writing in the school curriculum and class program. At the close of the course lesson plans for writing lessons are written and discussed, the students teaching the lessons according to their plans.

PHYSICAL EDUCATION DEPARTMENT.

The general purpose of physical education is health, and toward this end students are impressed with the two main branches of gymnastics, medical and hygienic, the former when applied to the sick, and the latter when applied to the well.

All students are examined by the school physicians who fill out record cards stating health conditions of the individual. These cards are filed so that the faculty and especially the Physical Training Department may often turn to them for reference. Through such channels students are found with slight spinal deformities and other bodily defects, general cases are discussed in class and the corrective exercises will be demonstrated.

In order that students may do intelligent corrective work lectures are given on the physiology of bodily exercises, while the work in the gymnasium is to emphasize the choice of exercises in the rational sense, together with their educational, military, æsthetic and recreational values.

The different systems of gymnastics are taught with special reference to grade work. Students are placed in charge of classes in order to give them confidence, initiative, and the ability to make the work interesting and helpful.

Besides the regular grade work, students themselves receive special training for their own bodily development and muscular control. Exercises are given which regulate the blood pressure, force expansion of the lungs secure correct carriage and give grace of motion. Simple apparatus work is used to produce quickness of action and muscular power. Games and folk dancing are made important features; students are fond of these forms of mental and physical recreation. The games selected are those which children enjoy, and students are called upon to lead and direct them. This gives valuable practice for playground and summer school activities.

Poise, grace, balance, alertness and muscular power express beauty in action as well as in thought and feeling. Folk and æsthetic dancing develop these things.

The aim of the course is not only to prepare students for classroom work, but is to give courage to the timid, energy to the sluggish, grace to the awkward, the recognition of the place of play in the child's life and the sincere desire to make the mind a worthy inhabitant of a well-built and cared-for house.

Jr. B. 40 periods.

The work of this term is general floor work, all types of exercises are given to develop good posture and physical efficiency, as well as to acquaint the student with the various types of activities such as: marching tactics, formal exercises with and without hand apparatus, story plays, folk dancing and games:

The theory work of this course involves:

1. History of Physical Education.
2. Aims in Physical Education.
3. Relation of body to exercise.
4. Medical gymnastics.

Jr. A. 40 periods.

This term is devoted to the practical conduct of physical education as adapted to the classroom. Methods of teach-

ing are developed and the theory involved in the various activities, as setting-up exercises, posture drills, games, etc., are studied and worked out through practice teaching and criticism of class lessons. Practice teaching by the student is a prominent feature throughout the work.

The State monograph is used as the source for teaching material.

Sr. B. 20 periods.

Folk dances suitable for all grades, also a few typical boys' dances are taught. Great stress is laid upon the development of rhythm and the method of teaching folk dance. Practice teaching is also an important feature. A brief history of the dance is studied.

Sr. A. 20 periods.

A careful study is made of the theories of play, its relation to work and the social aspects of the great play movement involving playground and recreative centers and the teacher's personal responsibility.

STORY TELLING. SENIOR B.

Comparative study of literature in its poetical, mythical and historical settings. Practice in selecting and telling stories. Discrimination of moral and ethical values. Practice in writing and adapting stories.

Text and Reference Books:

Browning's *Pied Piper*.

Miss Peabody's *Piper*.

Ibsen's *Little Eyolf*.

Irving's *Rip VanWinkle*.

The Legend of Sleepy Hollow.

Hawthorne's *Wonder Book*.

Kingley's *Hereward the Wake*.

Scott's *Ivanhoe*.

Blue Beard.

Maeterlink's Barbe Bleu.

Maeterlink's Blue Bird.

Wagnerian Myths.

Mother Play in Story--Carpenter.

Stories and Story Telling--Keves.

DRAMATIZATION. SENIOR A.

The use of the dramatic form in the school. The music story. Practice in the presentation of a school drama.

KINDERGARTEN COURSE.

This course requires two years. The entrance qualifications are the same as those for grade teachers, with the additional requirements of a good singing voice and the ability to read and play instrumental music. Personal qualifications as to fitness, physical and mental, for the special needs of the Kindergarten, will be considered at the time of admission.

JUNIOR B (FIRST HALF YEAR).

Psychology, ...	3	periods	per	week
English, ...	3	"	"	"
Biology, ...	3	"	"	"
Arithmetic, ...	4	"	"	"
Industrial Art, ...	2	"	"	"
Art, ...	2	"	"	"
Kindergarten, ...	5	"	"	"
[Gifts, Occupations, Games,				
Mother Play, Singing.]				
Physical Education, ...	2	"	"	"
Penmanship, ...	1	"	"	"
Music, ...	2	"	"	"

	27	"	"	"

JUNIOR A (SECOND HALF YEAR).

Psychology, ...	3	periods	per	week
Literature, ...	3	"	"	"
Agriculture, ...	1	"	"	"
Sewing or Bookbinding, ...	2	"	"	"
Music, ...	2	"	"	"
Physical Education, ...	2	"	"	"
Grade Problems in Art, ...	1	"	"	"
Physiology, ...	1	"	"	"
Kindergarten, ...	5	"	"	"
[Gifts, Occupations, Games, Mother Play, Stories, Program.]				
Public Speaking, ...	2	"	"	"
Reading Methods, ...	3	"	"	"
	25	"	"	"

These subjects pertain directly to the Kindergarten.

Mother Play: Principles of Kindergarten methods as given by Froebel in his "Mutter Und Koselieder." Careful consideration of their relation to the right guidance of the child in the home and in the kindergarten.

Gifts: Study of their arrangement and purpose. Practical suggestions for their use in home and kindergarten.

Occupations: As supplementary to the gifts; as related to the child. Carefully selected series to be made by students.

Games and Rhythmic Work: The Play life of the child studied in regard to instinct, physical exercise, imitation, imagination and social relationships. Rhythm and its proper development. The playing of kindergarten games.

Singing: The songs of the kindergarten; selection, expression, presentation.

Program Work: A general review of the sequences of the year, its holidays and special observances; the typical program; how to meet the individual child.

Stories: To supplement the general story course a particular study is made of stories adapted to the purposes of the kindergarten. Practice in selecting and telling.

SENIOR B (TEN WEEKS OF THEORY).

Reading Methods, ...	3	periods	per	week
Physical Education, ...	2	"	"	"
History of Education, ...	5	"	"	"
Story Telling, ...	3	"	"	"
Music, ...	2	"	"	"
Arithmetic Methods, ...	3	"	"	"
Kindergarten, ...	5	"	"	"
[Mother Play, Gifts, Occupations, Games and Rhythms, Stories, Program, Singing.]				
Sewing Method, ...	2	"	"	"
History Methods, ...	3	"	"	"
	28	"	"	"

SENIOR B (TEN WEEKS' OBSERVATION AND TEACHING).

SENIOR A (TEN WEEKS' THEORY.)

School Management, ...	3	periods	per	week
History of Education, ...	3	"	"	"
Physical Education, ...	2	"	"	"
Kindergarten, ...	5	"	"	"
[Mother Play, Gifts, Montessori Method, Occupations, Program, Games.]				
School Hygiene, ...	4	"	"	"
Grammar, ...	1	"	"	"
Psychology, ...	2	"	"	"
Dramatic Art, ...	2	"	"	"
Public Speaking, ...	1	"	"	"
Civics, ...	2	"	"	"
	25	"	"	"

SENIOR A (TEN WEEKS OF PRACTICE IN VARIOUS CENTERS THROUGHOUT THE STATE).

Mother Play: This subject will be continued and especially related to the kindergarten program.

Gifts: Original work from students. The study of Froebel's Pedagogics of the Kindergarten will be made in connection with the gifts. Architectural laws will be considered in relation with the 5th and 6th gifts.

Occupations: Froebel's Education by Development will be used, and the series of the occupation work completed; color and form and decoration considered.

Montessori Method: The Didactic Method and its use in the kindergarten.

Games and music and story telling now center around the program-making. Special attention will be given to representative music.

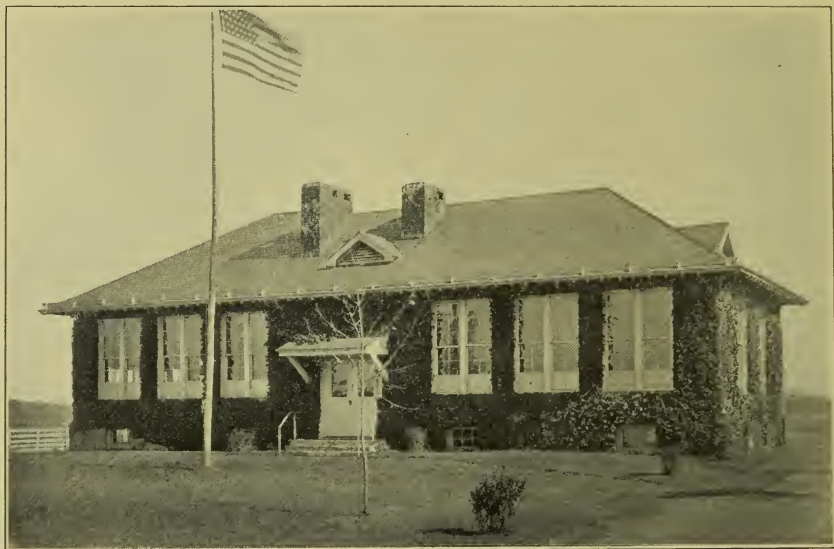
Program: A complete program to be written by each student and discussed in class.

Education of Man: A general survey of this work of Froebel's as applied to kindergarten and grade teaching.

OBSERVATION, TRAINING AND PRACTICE.

The aims of this department are first, to recognize the necessary part performed by every other department; second, to organize our work in such a way as to utilize the knowledge, interests and ideals gained by the students; and third, through this organization to develop such habits and skills as may guarantee their efficiency as teachers. It will be our purpose to recognize and promote the knowledge and attitudes of the students as the means to conduct as the aim. It is an economic necessity that this rational conduct results from coöperation. Much of the necessary coöperation is effected in the following manner:

1. Theory instructors observe in the classes of critic teachers.



RURAL SCHOOL PRACTICE CENTER.

2. Theory instructors teach in the practice schools to prove their theories.

3. Theory instructors demonstrate their theories before classes of student-teachers.

4. Theory instructors attend meetings of student-teachers and lead in discussions.

5. Critic teachers attend group meetings at the Normal School and visit the different theory departments.

6. Superintendents, principals, critic teachers and theory teachers meet in conferences at the Normal School.

7. Exhibits of teaching materials used by different departments and practice classes are held at the Normal School.

8. Meetings of theory teachers and supervisors of practice are held by the Principal at which the work of the various departments is outlined in detail.

9. Supervisors, critics and student-teachers have conferences with theory instructors individually.

10. The most effective single means is to be found in the courses of "Observation" and "Teaching" conducted for Senior B students.

OBSERVATION AND TEACHING.

Observation and Teaching are the names of two courses as well as two activities. The facilities for giving these courses are first, a large room at the Normal School arranged for demonstration work, fully equipped with teaching materials and in charge of a special instructor and supervisor; second, the Webster Training School, which is fully equipped, modern in construction and convenient of access. Those in the Training School who assist in the Normal School work are the principal and fifteen training teachers. All work is done under typical classroom conditions. The spirit of the work shows breadth of view and efficient coöperation.

The two courses occupy all of the time of the Senior B students for ten weeks. In arranging for this work the whole class is divided into two sections. While one section is in the practice department the other is in the theory department. When a section reports to the practice department, the students are given their assignments to grades for observation and teaching and then the section is divided into two groups. One group remains at the Normal School during the forenoons and receives instruction first, in Observation, and second, in Teaching. During the afternoon this group reports to the Training School for actual observation and teaching following the instructions of the morning. The second group receives the same work as the first on an alternating plan. At the end of five weeks the two groups exchange periods in order to increase their opportunities for observation and teaching.

By this arrangement each Senior B student takes two courses for ten weeks on the half time recitation and half time training school plan or the "laboratory plan." The work is concrete, being based upon actual classroom problems and situations as observed and participated in by student-teachers. Valuable coöperation is given by the theory instructors in all the ways previously listed, especially 3, 4, 8, 9. In both courses the recitation work is directly preparatory for the Training School work and the supervisor who gives the instruction follows up her work in the Training School by daily supervision. It may also be noted that the two courses are designed to contribute profitably to each other.

The following outlines indicate the general plan and scope of the two courses in Observation and Teaching:

OBSERVATION

WEBSTER TRAINING SCHOOL.

NORMAL SCHOOL.

First Week

1. The Classroom

Use of first sheet of directions for observation called "The Classroom."

References:

New Jersey School Building Code; Cutler and Stone, Rural School, Ch. IV; Strayer, Teaching Process, Ch. XIII; Cubberly, School Organization, Part III.

Second Week

2. The Physical and Social Child.

Use the first part of the directions for observation called "The School from the Standpoint of the Child."

References:

Ayers, Health Work in Public School; Tanner, The Child, Ch. III, IV.

Third Week

3. Mental characteristics.

Use the second part of the sheet of directions for observation called "The School from the Standpoint of the Child."

First Week

Discussion

1. Names and seating chart.
2. Light heat, ventilation, decoration.
3. Seating of pupils.
4. Standards in city and rural schools.

Outlines and directions.
Head of Art Department leads discussion on school decoration.

Second Week

Discussion with illustrations from observation

1. Age—grade rankings.
2. Physical conditions of individual pupils and ways of treating same.
 - a. Eyes, ears, nose, throat.
 - b. Poor postures.
 - c. Fatigue.
 - d. Poor enunciation.
3. Home environment and its effect.

Outlines and directions.

Talks by Head of School Hygiene Department.

Third and Fourth Weeks

- Report on individual cases following observation and tests.
Discussion of same to include
1. Native equipment of children.
 2. Principles of teaching based upon mental development of

WEBSTER TRAINING SCHOOL.

Fourth Week

4. Study of Individual Cases.
Study of special cases from physical, social and mental standpoints.
Apply complete set of directions on "The School from the Standpoint of the Child."

References:

Strayer and Norsworthy, How to Teach; Earhart, Types of Teaching, Ch. II; James, Talks to Teachers; Dewey, Interest and Effort in Education; Bagley, Educative Process; Klapper, Principles of Educational Practice.

Fifth Week

5. School Management.

Use first sheet of directions for observation of "School Management."

References:

Strayer, Teaching Process, Ch. XV; Bagley, School Discipline, Ch. VIII; Bagley, Classroom Management, Ch. I, II; Colgrove, Teacher and the School, Ch. XXIV.

Sixth Week

6. School Management.

Use second sheet of directions for observation on "School Management."

References:

Dewey, Moral Principles in Education; Dewey, Interest and Effort; Bagley, School Discipline, Ch. III, VI, XIV; Perry, Discipline as a School Problem, Ch. X, XI, XXI, XXV; Strayer and Norsworthy, How to Teach, Ch. XI.

Seventh Week

7. General Method.

Use first sheet of directions for observation on "General Method."

Seventh and Eighth Weeks

Discussion with illustrations from observation.

1. Laws of Teaching.

2. Types of Teaching.

NORMAL SCHOOL.

individual pupils.

Outlines and directions.

Talks by Head of Psychology Department.

Eighth Week

8. General Methods.

Begin second sheet of directions for observation on "General Method."

References:

Earhart, Types of Teaching; Strayer, The Teaching Process; Charter, Method of Teaching; Betts, Recitation; McMurry, Elementary School Standards; Strayer and Norsworthy, How to Teach.

Ninth Week

General Methods.

Finish use of directions for observation on "General Methods."

References:

McMurry, How to Study; Strayer, Teaching Process; Earhart, Types of Teaching, Ch. VIII; Earhart, Teaching How to Study, Ch. XIV.

Tenth Week

Three days of observation in outside schools including rural schools.

Note: Because of examinations in January and June the observation of these two quarters will be made the eighth week.

Use general standards for judging a recitation.

Ninth Week

Discussion and illustrations from observations of

1. Study.
2. Assignments.

Tenth Week

Discussion of observation in schools visited applying standard derived.

TEACHING

WEBSTER TRAINING SCHOOL

First Week

Assisting and observing in training school.

References:

Strayer, Teaching Process, Ch. I, Ch. XVI; Earhart, Types of Teaching, Ch. I, II, XXV; Betts, Classroom Method and Management, Ch. II, VII; Charter, Method of Teaching, Ch. I, II, XXV; Dewey, The Child and the Curriculum;

Second Week

Planning and teaching lessons at Webster School in one of the following subjects (habit-forming): penmanship, physical training, spelling, grammar and arithmetic. Demonstration lessons in penmanship and arithmetic taught by critics at Webster.

References:

Strayer, Teaching Process, Ch. IV, VII; Earhart, Types of Teaching, Ch. IV, V; State Monograph.

Third Week

Planning and teaching lessons at Webster School in one of the habit-forming subjects. Demonstration lessons in grammar and spelling taught by critics at Webster.

References:

Charter, Method of Teaching, Ch. IX, X, XI; Strayer, Teaching Process, Ch. IV, XII; Earhart, Types of Teaching, Ch. XI, XII; Whitney, Socialized Recitation; Dewey, School and Society.

NORMAL SCHOOL

First Week

Discussion and reports on

1. Aims of education.
 - a. Affecting the child.
 - b. Affecting the subject matter.
 - c. Affecting method.
2. Lesson Plans (see mimeograph outlines).

Second Week

Discussion and reports on

1. Habit-forming lesson.
 2. Lessons plans to be used at Webster Training School.
 3. Demonstration lessons observed.
- Application of printed standards to plans and lessons observed.

Third Week

Discussion and reports on

1. Socializing and motivating lessons.
2. Lessons plans to be used at Webster School.
3. Demonstration lessons observed.

WEBSTER TRAINING SCHOOL.

Fourth Week

Teaching drill and review lessons at Webster School. Demonstration lessons in formal arithmetic and physical training taught at Normal School by theory teachers or students. (Theory teachers' criticisms and discussions of materials and methods which are used.)

Fifth Week

Planning and teaching lessons at Webster School in the following subjects of the appreciation or art type: music, drawing, literature, story telling and language, reading and manual arts.

Demonstration lessons in literature and reading taught by critics at Webster.

References:

Earhart, Types of Teaching, Ch. X; Strayer, Teaching Process, Ch. VII; Strayer and Norsworthy, How to Teach, Ch. VIII; Klapper, Principles of Educational Practice, Ch. XXII; State Monograph.

Sixth Week

Teaching Art Subjects at Webster School.

Demonstration lessons in Demonstration Room at Normal School in music and language taught by theory instructors. Brief lessons taught by student teachers.

References:

Strayer, Teaching Process, Ch. XI; Earhart, Types of Teaching, pages 97-100; Hall & Hall, Question as a Factor in Teaching; Betts, Recitation, Ch. III; Charter, Method of Teaching, Ch. XVIII; Stevens, Question as a Means of Efficiency; Horne, Story-Telling, Questioning and studying.

NORMAL SCHOOL.

Fourth Week

Discussion and reports on

1. Proper selection and use of teaching materials for drill purposes.
2. Teaching material collected by students.
3. Model lesson plans for drill lessons written by class.
4. Demonstration lessons observed.

Fifth Week

Discussion and reports on

1. Methods used in "art lessons."
2. Lesson plans to be used at Webster School.
3. Demonstration lessons observed.

Sixth Week

Discussion and reports on

1. Questioning (See outline).
2. Model appreciation lesson plans written by class.
3. Lesson plans to be used at Webster School.
4. Demonstration lessons observed.

WEBSTER TRAINING SCHOOL.

Seventh Week

Planning and teaching development lessons in the following subjects at Webster School: arithmetic, history, geography and science.
 Demonstration lessons in history and geography taught by critics at Webster School.

References:

Earhart, Types of Teaching, Ch. V, VI; Strayer, Teaching Process, Ch. XIX, XX, pages 270-276; Bagley, Educative process, Ch. XIX, XX; Strayer & Norsworthy, How to Teach, Ch. VII; State Monograph.

Eighth Week

Teaching development lessons at Webster School.

Demonstration lessons taught or discussed by theory teachers.
 The use of pictures and objective material illustrated in history and geography lessons.

References:

Earhart, Types of Teaching, Ch. VII.

Ninth Week

Teaching study and development lessons at Webster School.

Demonstration lessons of "study" type taught by critics at Webster School.

References:

Earhart, Types of Teaching, Ch. VIII, XIV; Strayer, Teaching Process, Ch. VIII; McMurry, How to Study; Strayer and Norsworthy, How to Teach, Ch. XIV; Charter, Method of Recitation, Ch. XIV; Betts, Recitation, Ch. V; State Monograph.

Tenth Week

Teaching lessons emphasizing individual needs of student teachers.

Visiting general work in city and rural schools.

NORMAL SCHOOL.

Seventh Week

Discussion and reports in

1. Development.
2. Lesson plans to be used at Webster.
3. Demonstration lessons observed.

Earhart, Types of Teaching, Ch. V, VI; Charter, Method of Teaching, Ch. XIX, XX, pages 270-276; Bagley, Educative process, Ch. XIX, XX; Strayer & Norsworthy, How to Teach, Ch. VII; State Monograph.

Eighth Week

Discussion and reports on

1. Use of illustrative material in development and study.
2. Model development lesson plans written by class.
3. Lesson plans to be used at Webster School.
4. Demonstration lessons observed.

Ninth Week

Discussion and reports on

1. Study.
2. Assignments (See outlines).
3. Demonstration lessons observed.

Tenth Week

Discussion and reports on

1. Lesson plans and general needs.
2. Observation in city and rural schools.
3. Summaries and tests.



ONE-ROOM RURAL SCHOOL PRACTICE CENTER.

When the class reporting for Senior B practice is unusually large, it is not possible to accommodate all of the group in the Webster Training School. At such times Senior B students are assigned to critic teachers in different nearby schools. The students are prepared for this observation and teaching by class work conducted by the regular supervisors of practice. This instruction is given principally at the Normal School. It is continued for one week and intermittent throughout the remainder of the quarter. This class work covers printed outlines on the following topics:

1. Ways of assisting in practice.
2. The classroom.
3. The organization of a class.
4. Lesson planning.
5. General method.
6. Questioning.
7. The school from the standpoint of a child.
8. School management.

SENIOR A PRACTICE.

Senior B practice is centralized and intensive. Senior A practice is scattered and more extensive. Ten weeks of theory instruction intervenes between the two periods of practice. Senior A student-teachers are placed with individual critic teachers in different practice centers in the northern part of New Jersey. Many students are permitted to practice in schools near their homes. The special qualifications and grade of critic teachers are matters of first consideration.

During the ten-week period of practice, general and group meetings of both critic teachers and students are held by the Principal of the Normal School and Supervisor of Practice at the Normal School and at different practice centers. The student-teachers are visited by representatives of the Normal School, who observe, discuss and test the work of

the student-teachers, inspect their notebook work and maintain a uniformity of standards and ratings.

The assignments for notebook work are as follows :

1. Lesson plans.
2. Seating charts.
3. Record of the number of days taught.
4. Class programs.
5. Daily and weekly plans.
6. Observation notes emphasizing teaching materials, methods and subject matter.
7. Discussions, impressions or outlines of at least five hundred pages of professional reading covering particularly special method, general method and school management.
8. Portfolios of teaching materials.

RURAL SCHOOL PRACTICE.

At present the Normal School has four rural school practice centers in the northern part of the State. These schools are models in equipment and instruction. They furnish observation and practice to about seventy-two students each year. The students are assisted in this work by rural school critics, Normal School supervisors, printed outlines and a circulating rural school teachers' library.

Library Methods. Jr. B.

The purposes of this course are :

- (a) To teach the students the use of books as reference tools.
- (b) To familiarize them with library methods, so they may use a library intelligently and may train their pupils along the same lines.
- (c) To give them a practical working knowledge of the principles governing the selection of books, more especially reference and children's books.



LIBRARY.

The school library is used as a laboratory for practice work for the students, and the assignments given them are planned to correlate as far as possible with the work of the departments, making the work more practical.

Course covers following subjects:

Jr. B Term:

1. Use of libraries.
 - Relation of libraries to education.
 - Library classification.
 - Use of catalogue.
2. Use of books.
 - Physical book.
 - Care of books.
 - How to use a reference book.
3. Reference books.
 - Dictionaries.
 - Encyclopædias.
 - Special cyclopædias.
 - Indexes.
 - Public documents.
 - Society publications.
 - Periodicals for school and reference use.
 - How to compile a bibliography.

The library has a collection of over 5,000 circulating books, mainly on subjects which are taught in the school, besides a great many educational and technical magazines, a model children's library, a model collection of reading cellaneous topics connected with the work of the school.

Public Speaking.

Aim: To cultivate the four great essentials in speech; *i. e.*:

- I. A pure voice. To bring out the latent strength and beauty of the voice and preserve its in-

dividuality; to improve good voices and make poor voices good.

- II. A distinct utterance. To correct defects in speech and give a polished articulation.
- III. A correct pronunciation. A practical study of phonetics. To bring about sufficient knowledge of speech sounds.
- IV. Ability to interpret the printed page. To stimulate reading "ideas" not "words."

COURSE I. Junior A. 2 periods a week.

I. Voice Culture.

Correct breathing. Tone production. Placement. Correction of individual faults—nasality, throatiness, etc.

II. Speech formation and enunciation. Training of articulatory organs.

Study of English sounds.

Accuracy of utterance.

Ear training. Analysis and correction of common errors.

III. Vocal Interpretation of Literature.

Fundamental principles—Word grouping. Intellectual conception. Paraphrasing. Cultivation of imagination. Practical exercises for cultivating animation in speaking and reading. Memorizing and reciting simple lyrics to develop the artistic nature.

(Text: Phillips' Natural Drills in Expression.)

COURSE II. Senior A. 2 periods a week.

I. Voice Culture.

Development of power of voice. Increasing volume. Tone modulation. Tone color. Resonance. Individual idiosyncrasies noted and corrected.

II. Development of Expression.

Method based upon psychological principles. Intellectual conception. The student is taught to think, feel and then express these thoughts and emotions through his own individuality. Original thinking before audience. Three minute prepared speeches and three minute extemporaneous speeches required.

(Text: Phillips' Effective Speaking.)

III. Drama. 2 periods a week.

Dramatic Art.

Aim: To free the channels of expression, and to stimulate and cultivate the play spirit or dramatic instinct as an aid in teaching expressive reading.

Course will embrace:

Pantomime work for freedom of body and self-consciousness.

Dramatizations of short stories from school readers for primary and grammar grades.

Programs including dramatizations, music, poems, dances, etc., appropriate for set days, such as Columbus Day, Thanksgiving Day, Christmas, Lincoln's and Washington's Birthdays, and Arbor, Flag and Memorial Days.

CLASS OF JANUARY, 1917—TEACHING POSITIONS.

Aspell, Helen, ...	Jacksonville—Rural.
Bartenow, Mollie, ...	Newark (substitute).
Beattie, Belle, ...	Hasbrouck Heights.
Bell, Edna C., ...	Newark (substitute).
Belott, Theresa, ...	Newark.
Bennett, Myrtle, ...	Pedricktown—Rural.
Benkert, Frances, ...	Ocean Gate—Rural.
Beyerle, Rose, ...	Bloomsbury—Rural.
Brogan, Alicia, ...	Newark.
Brokaw, Grace, ...	Newark.
Bucco, Mary, ...	Newark.
Carpenter, Mae, ...	Lodi.
Cavanagh, Louise, ...	Morristown.
Chivian, Ruth, ...	Newark.
Claveloux, Marie, ...	West Hoboken.
Cobb, Eleanor, ...	Newark.
Coe, Gladys, ...	Wall Township—Rural.
Coleman, Roberta, ...	Clifton.
Coles, Josephine, ...	Newark (substitute).
Collins, Martha, ...	Jersey City (substitute).
Coursen, Isabel, ...	Newark (substitute).
Dansereau, Edith, ...	Newark (substitute).
Dauth, Florence, ...	Hillsboro—Rural.
Davis, Helen, ...	Rahway.
DeGroot, Helen, ...	Newark.
Dixon, Carrie, ...	Port Reading.
Donohue, Kathryn, ...	West Hoboken.
Eckstein, Jeannette, ...	Newark.
Eisen, Esther, ...	Newark.
Elbaum, Esther, ...	Bayonne.
Ellis, Anna, ...	Irvington.
Engels, Grace, ...	Normal School.
Faulks, Elizabeth, ...	Newark.
Frate, Michael, ...	Rural school in southern N. J.
Fullerton, Izola, ...	Perth Amboy.
Gless, Louise, ...	Newark.
Gordon, Evelyn, ...	Nutley.
Graul, Heline, ...	Newark (substitute).
Greenberg, Ida, ...	Newark.
Greenberg, Israel, ...	Newark.
Gregory, Julia, ...	Newark.



MANUAL TRAINING ROOM.

Groendyke, Mabel, ...	Newark.
Growney, Mabel, ...	West Englewood.
Guenther, Myrtle, ...	Newark.
Haast, Linda, ...	Passaic (substitute).
Hamilton, Margaret, ...	East Orange (substitute).
Hangley, Evelyn, ...	West New York.
Hastings, Edith, ...	Garwood.
Heischman, Gladys, ...	Bloomfield.
Hendrickson, Florence, ...	Bayonne.
Herman, Edna, ...	Woodbridge.
Hill, Helen, ...	Hamburg.
Hilt, Sarah, ...	Lyndhurst.
Holt, Jessie, ...	East Orange (substitute).
Howland, Alice, ...	Griggstown—Rural.
Hughes, Gladys, ...	Union Hill.
Hunter, Florence, ...	Roselle Park.
Katz, Gertrude, ...	Wildwood.
Kaufholz, Helen, ...	Matchaponix—Rural.
Keane, Anna O., ...	Newark
Kish, Julia, ...	Newark (substitute).
Kobinsky, Cornelia, ...	Prospect Plains—Rural.
Kraemer, Edna, ...	Newark.
Larson, Ruth, ...	Perth Amboy.
Lasser, Mollie, ...	Newark (substitute).
Lee, Hazel, ...	Vernon Township—Rural.
Levine, David, ...	Springfield.
Levy, Rose, ...	Newark (substitute).
MacBurney, Mildred, ...	Piscataway.
Madison, Gertrude, ...	Newark.
Mandell, Cathryn, ...	Kenilworth.
Masterson, Helen, ...	New Brunswick.
McCracken, Frances, ...	Garfield.
McFadden, Bessie, ...	Bayonne.
McLaren, Helen, ...	West Paterson.
Miller, B. Lawson, ...	New Brunswick.
Millward, Miriam, ...	Newark (substitute).
Mirgalia, Rose, ...	Newark (substitute).
Mock, Hilda, ...	Irvington.
Monroe, Helen, ...	Newark (substitute).
Noe, Gertrude, ...	Garfield.
Norris, Margaret, ...	Morristown (substitute).
Orvis, Helen, ...	Metuchen.
Parker, Lillian, ...	Chrome.
Phelan, Florence, ...	Chrome.
Platts, Ida J., ...	Newark.
Putscher, Anna, ...	Clifton.

Reed, Eva, ...	Carney's Point—Rural.
Reilly, Regina, ...	Newark.
Reisman, Rose, ...	Newark.
Rowley, Muriel, ...	East Orange.
Rummell, Marguerite, ...	Orange.
Rumsey, Mildred, ...	Clifton.
Russell, Catherine, ...	Weston—Rural.
Saul, Florence, ...	Newark.
Schuck, Ethel, ...	Washington Valley—Rural.
Scripture, Ruth, ...	West Paterson—Rural.
Shannon, Frances, ...	Jersey City.
Shapiro, Pauline, ...	Kenilworth.
Sieben, Annabel, ...	Jersey City (substitute).
Spinner, Fanny, ...	Newark.
Spitz, Minnie, ...	North Caldwell.
Squire, Florence, ...	West Hoboken.
Stoll, Ruth, ...	Hoboken.
Sullivan, Mae, ...	Jersey City (substitute).
Sweezy, Ruth, ...	Lyons Farms.
Temple, Millicent, ...	Jersey City (substitute).
Vail, Alyse, ...	Carney's Point.
Van Allen, Katherine, ...	West Paterson—Rural.
Van Ness, Helen, ...	Irvington.
Van Pelt, Adelaide, ...	Newark (substitute).
Volker, Helen, ...	Newark.
Walker, Ethelwynn, ...	Passaic.
Walsh, Margaret, ...	Newark (substitute).
Warburton, Dorothy, ...	Newark (substitute).
Watts, Leila, ...	Ringwood.
Weiss, Rose, ...	Haskell.
White, Jessie G., ...	Hasbrouck Heights.
Wiese, Alma G., ...	West Hoboken.
Wille, Madeline, ...	Newark (substitute).
Wood, Elizabeth, ...	Clifton.
Wrisley, Violet B., ...	Hasbrouck Heights.
Zimmerman, Ella, ...	Manville.
Bennett, Mary, ...	Scotch Plains.
Esterbrook, Jessie, ...	Jersey City (substitute).
Garrabrants, Mae, ...	Haskell.

CLASS OF JUNE, 1917—TEACHING POSITIONS.

Agan, Helen, ...	South Amboy.
Alexander, Ethel, ...	Jacksonville.
Allen, Charles, ...	Orange.
Andrews, Esther, ...	Hasbrouck Heights.

Bannigan, Esther, ...	Kearny (substitute).
Barrett, Georgiana, ...	West New York.
Barry, Helen, ...	Old Bridge—Rural.
Basters, Henrietta, ...	Sparta.
Becker, Isabel, ...	Irvington.
Beers, Ruth, ...	Cedar Grove—Rural.
Bennett, Myrtle, ...	Chatham.
Bercowitz, Beatrice, ...	Substitute.
Bergen, Portia, ...	Little Silver.
Berman, Mae, ...	Passaic.
Billings, Ruth, ...	Secaucus.
Bochman, Mabel, ...	Clifton.
Bortone, Lena, ...	Newark.
Brady, Regina, ...	Bayonne.
Brauer, Florence, ...	Hasbrouck Heights.
Bryan, Viola M., ...	Hoboken (substitute).
Buchanan, Linda, ...	Perth Amboy.
Burke, Pauline, ...	Morristown (substitute).
Burley, Dwight, ...	Orange.
Byrne, Alice, ...	West Hoboken.
Caruso, Albie, ...	Newark.
Cherry, Emma, ...	Newark (substitute).
Clark, Dorothy, ...	Point Pleasant Beach.
Coe, Margaret, ...	Hasbrouck Heights.
Connor, Florence T., ...	Clifton.
Corbett, Mary B., ...	Linden.
Costello, Della, ...	Bayonne.
Cowins, Carlotta, ...	Woodbridge.
Dansiz, Jennie, ...	Newark.
Dazin, Helene, ...	Garfield.
Demarest, Margaret, ...	Newark.
Dewar, Dorothy, ...	Upper Saddle River—Rural.
Dick, Minnie, ...	Newark.
Dodd, Rhoda, ...	Belleville.
Donofrio, Marie, ...	Newark (substitute).
Doolan, Anna, ...	Bayonne.
Drake, Marion, ...	East Paterson.
Driver, Eunice, ...	Union County (substitute).
Dubrow, Mary, ...	Lodi.
Duffy, Margaret, ...	Echo Lake—Rural.
Dumont, Mildred, ...	New Bedford—Rural.
Dunn, Ruth, ...	Manville.
Emery, Bessie, ...	Massonicus—Rural.
Engels, Alice, ...	Normal School.
Fash, Alice, ...	Wallington.
Feeley, Gertrude, ...	Dundee.
Feick, Gertrude, ...	Newark.

Feinberg, Rose, ...	Newark.
Fisher, Helen, ...	South Orange.
Fleet, Julia, ...	Newark.
Francis, Anne, ...	Belleville (substitute).
Gallagher, Agnes, ...	North Bergen.
Gallub, Rosemary, ...	Carteret.
Galvin, Helen, ...	Perth Amboy.
Gano, Clara Mae, ...	East Paterson.
Gargan, Daisy, ...	Ridgewood.
Garnier, Geneva, ...	East Rutherford.
Garrabrant, Charles, ...	Orange.
Gerickunt, Grace, ...	R.F.D. New Br'swick—Rural.
Gillespie, Blanche, ...	Roosevelt.
Goin, Julia, ...	Weston—Rural.
Goldberg, Karolyn, ...	Arlington (substitute).
Goldstein, Rose, ...	Passaic.
Gore-Kelly, Edith, ...	Rahway (substitute).
Graf, Adele, ...	Newark (substitute).
Granetz, Sarah, ...	Millstone—Rural.
Greer, Henrietta, ...	Perth Amboy.
Gronheit, Ruth, ...	Newark—Central High School.
Guerin, Julia, ...	Ironical—Rural.
Guttridge, Ella, ...	East Paterson.
Hagen, Ethel, ...	Newark.
Haggerty, Isabel, ...	Passaic.
Hale, Dorothy, ...	Newark (substitute).
Hardifer, Lois, ...	Passaic.
Harris, Frieda, ...	Newark (substitute).
Harris, Hazel, ...	Livingston—Rural.
Harrison, Elizabeth, ...	Newark.
Harrison, Mildred, ...	Belleville (substitute).
Hausman, Lillian, ...	Newark (substitute).
Hayes, Esther, ...	Orange.
Healey, Nora, ...	Roosevelt.
Holloway, Isabel, ...	Newark.
Hooley, Sue, ...	Newark (substitute).
Hoover, Mary, ...	Hackettstown.
Husk, Ruth, ...	Clifton.
Jacobi, Gertrude, ...	Newark.
Jacobson, Isadore, ...	Rahway.
Johnson, Katherine, ...	Linden.
Jones, Dorothy, ...	Newark (substitute).
Judge, Margaret, ...	Newark.
Kalvio, Toinie, ...	Nutley.
Katchen, Frieda, ...	Normal School.
Kestenbaum, Lillian, ...	Newark.
Kettell, Florence, ...	Rumson.

Klein, Marion, ...	Perth Amboy.
Kopia, Dorothy, ...	Newark (substitute).
Krayer, Eva, ...	Mt. Arlington—Rural.
Lasser, Harriet, ...	Newark (substitute).
Lasser, Sydney, ...	Newark.
Lever, Helen, ...	Newark.
Levy, Etta G., ...	Newark (substitute).
Ludlow, Mildred, ...	Woodbridge.
Lynch, Monica, ...	Paterson (substitute).
MacNabb, Viola, ...	Clifton.
Mahoney, Lillian, ...	Jersey City (substitute).
Mancusi-Ungaro, Valentia, ...	Newark.
Martin, Arline, ...	Springfield.
McCabe, Mildred, ...	Bayonne.
McCarte, Anna, ...	Newark (substitute).
Mendelsohn, Rae, ...	Newark.
Meyer, Cora, ...	West Freehold—Rural.
Meyer, Helen, ...	Wallington.
Millen, Annie, ...	Butler.
Monsky, Helene, ...	Marlboro.
Moorfield, Hannah, ...	Metuchen.
Morey, Gladys, ...	Ridgewood (substitute).
Murphy, Mary, ...	Newark.
Nagel, Florentine, ...	Blackwell Mills—Rural.
Nichols, Katherine, ...	Newark (substitute).
Noll, Louise, ...	Newark (substitute).
Noonberg, Jewel, ...	Clifton.
Oliver, Dorothy, ...	Garfield.
Palmer, Marie, ...	Lyndhurst.
Paulson, Pauline, ...	Woodbridge.
Paxton, Aletta, ...	Saddle River Township—Rural.
Pearce, Susie, ...	Bridgeton—Rural.
Phillips, Ruth, ...	Newark.
Platt, Helen, ...	Clifton.
Price, Julia, ...	Kenilworth.
Putscher, Theresa, ...	Clifton.
Randall, Alice, ...	Clifton.
Ratsch, Ernest, ...	College.
Resnick, Julia, ...	Dumont.
Rimo, Lena, ...	Pompton.
Rowland, Dorothy, ...	Bayonne (substitute).
Roy, Helen, ...	Vernon Township—Rural.
Ryan, Norma, ...	Mountain View—Rural.
Salter, Eleanor, ...	Scullville—Rural.
Schillat, Edythe, ...	Newark.
Schneider, Marie, ...	Rahway.
Schoenbrun, Regina, ...	Dover.

Schroeder, Augusta, ...	Hoboken (substitute).
Shapiro, Jennie, ...	Newark (substitute).
Sippell, Dorothy, ...	Irvington.
Skiff, Irma, ...	Jersey City (substitute).
Smith, Grace, ...	Glen Rock.
Smith, Mary, ...	Bayonne.
Stefanelli, Josephine, ...	Lodi.
Stenberg, Lillian, ...	Union Hill (substitute).
Stonaker, Frances, ...	Lyndhurst.
Taylor, Dorothy, ...	River Edge.
Tunner, Etta, ...	Roselle (substitute).
Van Duyne, Isabel Louise, ...	Chatham.
Walsh, Elizabeth, ...	Newark.
Walsh, Margaretta, ...	Kearny.
Walsha, Catherine, ...	Newark.
Ward, Amber, ...	Newark.
Ward, Norma, ...	Bridgeton—Rural.
Weaver, Huldah, ...	Roselle Park (substitute).
Weeks, D. Eleanor, ...	Hasbrouck Heights.
Weeks, D. Elizabeth, ...	Tinton Falls—Rural.
Weinberg, Elsie, ...	Newark (substitute).
Weinstock, Etta, ...	Newark (substitute).
Wesser, Hannah, ...	Newark.
West, Edward R., ...	Linden.
Williamson, Charles, ...	Allandale—Rural.
Wolfarth, Elizabeth, ...	Newark.
Zahn, Lucille, ...	Nutley.
Conkling, Irene, ...	Oranges (substitute).
Hahn, Ruth A., ...	Newark.
Kanter, Gertrude, ...	Newark.
Katzin, Helene, ...	Newark.
McDermott, Jane, ...	Clifton.
Mills, Mary, ...	Orange.
Peer, Gladys, ...	Morristown (substitute).
Rainsbury, Helen, ...	North Haledon.
Rice, Mildred, ...	Kenilworth.
Searing, Jeannette, ...	River Edge.
Sears, Ethel, ...	Newark.
Thorburn, Dorothy, ...	Clifton.
Varley, Esther, ...	Newark.
Verpillier, Eleanor, ...	Newark.
Worzel, Emma, ...	Harrison (substitute).



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